DOCUMENT RESUME

ED 355 723 EC 301 975

TITLE Special Education: A Statistical Report for the 1989-90 School Year.

INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of Special Education.

PUB DATE [90]

NOTE 86p.; For the single report covering 1990-91 and 1991-92, see EC 301 976.

PUB TYPE Statistical Data (110)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Disabilities; Educational Trends; Elementary Secondary Education; *Enrollment Trends; *Incidence; Pupil Personnel Services; School Districts; *Special Education; Special Education Teachers; Statewide Planning; Student Placement; *Trend Analysis

IDENTIFIERS *New Jersey

ABSTRACT

This report is designed to assist New Jersey's special education community in planning and evaluating educational efforts for the handicapped. It presents statistics about handicapped pupils, special education programs, special education personnel, and other related data for the school year 1989-90. Preliminary information reviews the organization of the Division of Special Education, the year's activities, educational initiatives, and trends (e.g., an increase in rate of classification from 10.2% to 15.9% over the last 11 years). Most of the document consists of data and graphs which present the following information: pupils with disabilities by classification and age; enrollment of pupils with disabilities by county for 10 years; rates of classification in districts by size of enrollment; patterns of disabled pupil placement; number of pupils with disabilities and proportions in various placements; enrollment and prevalence rates by classification, race, and gender; trends in related services; number of handicapped pupils served through Chapter 207 for 10 years; trends in staff ratios; comparison of district staffing patterns for 10 years; trends in handicapped pupils exiting education; trends in graduation requirements for pupils with disabilities; and distribution of districts by exemption rates. A glossary of abbreviations is also provided. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

EC

ED355723

Special Education

A Statistical Report for the 1989-90 School Year

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. F. Price
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Special Education

EC 301975

SPECIAL EDUCATION

A Statistical Report for the 1989-90 School Year

John Ellis
Commissioner of Education

Division of Special Education
Jeffrey V. Osowski, Director

Bureau of Policy and Planning
Eugene A. Goldman, Manager

Mari Molenaar Ed.D., Research Analyst

New Jersey State Department of Education
Division of Special Education
225 West State Street
CN 500
Trenton, New Jersey 08625

PTM No. 1000.95

STATE BOARD OF EDUCATION

JAMES A. JONES..... Teaneck
President

ROBERT WOODRUFF..... Elmer
Vice President

S. DAVID BRANDT..... Cherry Hill

MAUD DAHME..... Annandale

BETTY A. DEAN..... East Orange

ANNE S. DILLMAN..... Perth Amboy

ALICE A. HOLZAPFEL..... Elizabeth

REGAN KENYON..... Princeton

JOHN T. KLAGHOLZ..... Seaside Park

NANCY SCHAENEN..... Madison

DEBORAH P. WOLFE..... Cranford
Representing the State Board of Higher Education

John Ellis, Commissioner of Education
Secretary

Edward T. Goldberg, Acting Chancellor of Higher Education
Ex-Officio

FOREWORD

This publication is designed to assist New Jersey's special education community in planning and evaluating educational efforts for the handicapped. It contains statistics about handicapped pupils, their programs, special education personnel and other special education data.

These data are based on four major collections. The Special Education Plan counts all handicapped pupils, including those in special classes as well as those who receive supplemental instruction and/or speech correction services in both public and non-public schools. The Special Education End of the Year Report counts pupils receiving related services, pupils exiting, the number of referrals and new classifications, as well as pupils on home instruction. The Handicapped Pupils and Graduation Requirements Report collects information on exemptions from the High School Proficiency Test and referrals and classifications in the secondary grades. The Application for State School Aid was used to count handicapped pupils served in state agencies through Chapter 207. It was also used to determine the district's resident enrollment.

Special appreciation is extended to all the school districts and other education agencies in New Jersey which provided the information collected in this publication.

Jeffrey V. Osowski, Ph.D., Director
Division of Special Education

TABLE OF CONTENTS
1989-90 School Year

	Page
• Foreword	ii
• Table of Contents	iii
• Highlights in Special Education in 1989-90	1
• Trends in Rates of Various Handicapped Conditions	5
• Handicapped Pupils by Classification and Age	7
• A Comparison of Handicapped Pupil Enrollment for Twelve Years	8
• Proportion of Handicapped Pupils Compared to the Total Public School Enrollment and the 3-17 Population	9
• Enrollment of Handicapped Pupils by County for Ten Years	11
• Rates of Classification by Grade Plan of District	13
• Rates of Classification in Districts by Size of Enrollment	14
• Distribution of Districts by Size and Rate of CST Classified Pupils	15
• Distribution of Districts by Each Eligible for Speech Correction Classification Rate	18
• Classification Rates by District Size and District Factor Grouping	21
• Patterns of Handicapped Pupil Placement	30
• Number of Handicapped Pupils by Classification and Placement	32
• Number of Handicapped Pupils and Proportions in Various Placements	33
• CST Classified Pupils By the Proportion in Self Contained Placements (by County)	35
• Enrollment and Prevalence Rates by Classification, Race, and Gender (Public Schools)	38
• Trends in Related Services	39
• Handicapped Pupils Receiving Related Services	41

Page

- Numbers and Percentages of Each Classification Receiving Related Services 42
- Number of Handicapped Pupils and Number of Waivers in Each Class Type 43
- Number of Handicapped Pupils Served Through Chapter 207 for Ten Years 44
- Trends in Staff Ratios 45
- A Comparison of District Staffing Patterns for Ten Years 47
- Staff Ratios in Special Education From 1980-1989 48
- Trends in Handicapped Pupils Exiting Education 49
- Number of Age 16-21 Handicapped Pupils Exiting Education 50
- A Comparison of the Numbers of Pupils on Home Instruction for Ten Years 52
- A Comparison of Referrals, Evaluations, Reevaluations, Declassifications and Classifications for Ten Years 53
- Trends in Handicapped Pupils and Graduation Requirements 54
- Ninth Grade Handicapped Pupils and the HSPT 55
- Distribution of Districts By Exemption Rates 56
- Glossary of Abbreviations..... 57

HIGHLIGHTS OF THE DIVISION OF SPECIAL EDUCATION IN 1989-90

DIVISION OF SPECIAL EDUCATION

The Division of Special Education has three **Programs and Services Bureaus** that help interpret and apply regulations, review grant applications for federal aid, conduct complaint investigations, and approve private schools for the handicapped. Each bureau also handles due process requests brought by parents or districts when there is no agreement on the referral, evaluation, classification or program for a handicapped pupil. The **Bureau of Early Childhood Special Education** oversees early intervention programs (EIPs) for handicapped infants and toddlers as well as preschool handicapped programs. The **Bureau of Program Development** oversees the implementation of the pilot project for the Plan to Revise Special Education in New Jersey, and coordinates the comprehensive system of program development. The **Bureau of Policy and Planning** operates four learning resource centers, implements the State Plan for the Hearing Impaired, coordinates the use of technology for management within the division, analyzes proposed legislation, revises regulations and prepares statistical and research reports.

Education for the Handicapped Act - Part B

The division distributed approximately $56 million in federal funds to districts. The funds also supported instructional mini-grants of up to $10,000 each to encourage teachers and other instructional personnel to develop projects to improve direct services to handicapped pupils. Federal funds were also used to support cooperative arrangements among school districts, mainstreaming, and programs for severely handicapped pupils as well as the four learning resource centers.

Administrative Code Review

The New Jersey State Board of Education approved several amendments to the administrative code governing special education, N.J.A.C. 6:28. Training on the regulatory changes was provided to child study teams, administrators, teachers, and parents.

Complaint Investigation and Due Process

In accordance with N.J.A.C. 6:28-9.2, the division reviews, investigates, and takes action on written complaints regarding the provision of special education and/or related services on behalf of handicapped pupils. In the 1989-90 school year the division responded to 48 such complaints, originating from all regions of the state. In addition, approximately 524 due-process requests were handled for individual handicapped pupils.

Early Childhood Education

Approximately 2,400 handicapped infants and toddlers were served through the initiation or expansion of 42 early intervention programs operated in cooperation with the departments of Health and Human Services. Approximately

4,200 pupils were enrolled in preschool handicapped programs operated by local boards of education through a combination of local, state, and federal funds. Major activities in the area of early childhood education for 1989-90 include providing statewide information and referrals for all handicapped children through Project Child Find; coordinating efforts with Head Start; and administering the Early Intervention Programs.

Education of the Hearing Impaired

The division continued to fund two regional child study teams with expertise in the evaluation of auditorily handicapped pupils. The division also supports regional consultants for the hearing impaired and a coordinator of programs for deaf-blind pupils.

In addition, the division: republished a Directory of Educational Programs and Services; developed classes in underserved regions; and conducted the Sixth Annual New Jersey State Conference on Education of Children and Youth with Hearing Impairments for parents and professionals.

Special Education in State Facilities

The division is responsible for monitoring special education programs for handicapped pupils in facilities operated by the state departments of Human Services and Corrections. The division developed interagency agreements to identify areas needing improvement and set specific timelines for remediating deficient areas.

Private Schools for the Handicapped

The division approves and reviews for compliance approximately 120 private schools for the handicapped in the state. These private schools serve more than 9,500 handicapped pupils through tuition from districts and are monitored for compliance with federal and state regulations once every five years. Eighteen of the 24 schools monitored were cited for noncompliance in one or more areas. Remediation plans were required to demonstrate compliance within one year.

Chapter 152 was passed to allow handicapped pupils to be placed in nonpublic schools not approved by the department. The administrative code was amended to accommodate such placements.

Learning Resource Centers

In 1989-90, the division's four learning resource centers conducted regional workshops and statewide conferences for teachers, professionals, administrators, and parents of handicapped pupils. These workshops and conferences explored such subjects as: mainstreaming; uses of the computer; secondary special education; transition planning; grant writing; the special education roles of school psychologists, social workers and physicians; special education in rural and urban settings; intervention strategies for auditorily handicapped pupils; and parental involvement in special education. The project also distributed many publications to special education parents and professionals.

Comprehensive System of Personnel Development

The Comprehensive System of Personnel Development (CSPD) project involves pre-service and in-service training for special educators. The project is designed to assure that all personnel are qualified to carry out the purposes of the Education for the Handicapped Act. In-service training was provided by the state's four learning resource centers.

Governor Supported Work Initiative

Responding to high unemployment among people with developmental disabilities, the New Jersey Policy Academy in 1987 began coordinating the activities of three state job training agencies. The division designated 55 education agencies to participate and each agency has appointed a case manager to coordinate efforts and act as a liaison to the departments of Labor and Human Services. Under this program, more than 200 graduates with developmental disabilities have received jobs this year.

Educational Initiatives

PLAN TO REVISE SPECIAL EDUCATION

In June 1990, the Division of Special Education completed the three-year pilot project for the Plan to Revise Special Education (Plan) in New Jersey. In May 1987, ten pilot projects were chosen to test the program components of the Plan prior to making decisions regarding statewide implementation.

Two major goals of the project are:

- to increase the capacity of regular education to meet the needs of nonhandicapped pupils with learning or behavior problems; and
- to develop a program based categorical system that focuses on the pupil's instructional needs as opposed to a medical disability model.

The project involved a three-year collaborative effort between the pilot districts and the department. After a year of training and transition activities, the pilot districts began implementing the Plan in September 1988. A comprehensive evaluation was conducted by Educational Testing Service (ETS). All districts were able to implement the various program components of the Plan. Changes in identification, evaluation, classification, and program configurations were perceived to have improved the special education system.

Graduation Requirements for Special Education Students

Regulations adopted in 1987 require that all handicapped pupils meet the state and local high school graduation requirements unless exempted in their individualized education programs (IEPs) with the written approval of the districts chief school administrator. Districts must establish criteria to determine which handicapped pupils should be exempted from high school graduation requirements. The IEPs of handicapped pupils exempted from the high school graduation test must contain a statement of the alternate proficiencies that must be achieved to qualify for a high school diploma.

The division identified 26 districts as having above average classification rates and high HSPT exemption rates. The division provided technical assistance to these districts in preparation of their corrective action plans to reduce the exemption rates. The Division also distributed a new guide to answer questions regarding implementation of these regulations.

SECONDARY SPECIAL EDUCATION

In 1983, the division planned and implemented a special project, known as the Secondary Special Education Initiative, for high school handicapped pupils. The initiative had three goals: (1) to increase basic academic skills achievement; (2) to decrease dropout rates; and (3) to increase post-high school employment. The results of the initiative are explained in a report entitled, **BREAKTHROUGH - Successful Special Education Programs in the High School**. The report describes individual project successes and identifies the strategies that enabled project districts to achieve one or more of the goals of the initiative.

PARENT-PROFESSIONAL PARTNERSHIPS

During the 1989-90 school year, committees of parents and professionals worked in the areas of secondary special education, transition and post-secondary programs, parent-professional partnerships, and transportation. Highlights of the year included:

- three regional convocations held for parents of handicapped pupils on topics such as the evaluation of the Plan to Revise Special Education initiative and special education programs in the high school;
- completion of training packet for school districts on enhancing communication between parents and professionals to be used in four districts as a pilot project;
- updating the Directory of Parent and Parent/Professional Groups for the Handicapped in New Jersey and sharing it with other agencies; and
- inclusion of parent news from the State Parent Advisory Council for the Handicapped in the learning resource center newsletter.

MM/mh:1/5900k

New Jersey State Department of Education
Division of Special Education

TRENDS IN RATES OF VARIOUS HANDICAPPING CONDITIONS

The overall rate of classification has grown from 10.2% to 15.9% over the last 11 years. The rate of change has steadily decreased over the last eight years indicating a leveling off in the proportion of the enrollment considered handicapped. The classification rates were calculated by dividing the total handicapped ages 3-21 by the total public school enrollment. This figure is several points above the actual percentage in the population since the populations are not directly comparable, e.g. nonpublic school pupils, nonhandicapped three and four year olds, and nonhandicapped 19 through 21 year olds are included in the handicapped population (numerator), but not the public school enrollment (denominator). Enrollment figures are used because they are current and readily available population figures are not.

Similar calculation of rates for each handicapping condition showed that the proportion of educable mentally retarded (EMR) pupils decreased from .9% to .2% over 11 years. While the proportion of trainable mentally retarded (TMR) stayed the same (.3% to .2%) for the same period. The proportion of both neurologically impaired and perceptually impaired (PI) pupils increased steadily, NI doubled (from .8% to 1.6%) while PI almost tripled (from 2.2% to 6.1%). Emotionally disturbed (ED) remained the same (1.2% - 1.3%) for the last nine years. The proportion of multiply handicapped (MH) pupils doubled (.3% to .6%). Communication handicapped and speech remained the same (.2% to .3% and 4.9% to 5.2% respectively) for almost the entire period. The number of pupils receiving speech as a related service jumped by 3,182 pupils in 1989 over the previous year, the first such increase in four years. Preschool handicapped was only counted for the last seven years and has grown slowly (.3% to .5%) over that period. All other handicaps have decreased, with most of the decrease occuring in the number of socially maladjusted pupils.

The overall handicapped rates in each county were calculated from 1980 through 1989. The range in 1989 rates ran from 13.6% in Hunterdon to 17.9% in Cape May. Most counties were between 15.3% through 17.9%. All counties increased in the proportion handicapped from 1980. Over the last few years, however, one county Atlantic, decreased slightly and four stayed about the same: Camden, Essex, Hunterdon and Union.

The proportions of each handicapping condition compared to the total handicapped have reminded relatively unchanged over the last four years. Perceptually impaired held steady at 36% to 37% of all handicapped pupils; speech was 30% to 33%; NI was 9% to 10% and ED was 8% to 10%. The "other" handicapped categories are more variable, ranging from 9% to 15% of all handicapped pupils.

Placements of handicapped pupils over the last four years showed a gradual decrease in the number and proportion of pupils (from 54.9% to 51.7%) placed in resource rooms, supplemental instruction or speech with a corresponding increase in the number and proportion of pupils (from 33.4% to 35.4%) placed in public self-contained classes. The proportion of pupils in private day placements also increased (from 4.8% to 5.6%) although the residential placements reminded the same (.1%). The proportion of pupils in nonpublic schools increased from 6.5% to 6.8%. Home instruction remained the same, ranging between .3% and .5%. Overall there has been a gradual shift to somewhat more restrictive placements.

NOTE: Pupils in districts participating in the Plan to Revise Special Education were prorated into the different handicapping conditions according to the proportions existing in 1987 prior to the initiation of the project.

New Jersey State Department of Education
Division of Special Education

HANDICAPPED PUPILS BY CLASSIFICATION AND AGE

December 1, 1989

District Reports (Public, Private and Non-Public Pupils)

Classification	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	EHAB TOTAL	Chpt. One TOTAL	Corrections TOTAL
EMR			32	61	82	116	141	185	183	199	207	233	225	232	263	168	151	82	33	2,593	22	11
TMR			51	90	86	78	100	95	90	119	105	129	135	147	152	161	171	201	79	1,989	1,176	2
NI			373	692	1,000	1,263	1,557	1,646	1,659	1,728	1,444	1,305	1,202	1,057	908	590	169	52	15	16,660	26	15
PI			400	1070	2,294	3,844	5,134	6,176	6,518	6,738	6,459	6,240	6,053	5,278	4,466	2,616	498	46	4	63,834	80	150
ED			59	202	335	479	641	774	895	1,124	1,295	1,469	1,673	1,695	1,419	770	212	84	22	13,148	401	266
MH			451	541	568	546	492	482	413	411	385	324	373	336	308	253	174	106	56	6,219	571	63
AH-HH			23	35	53	46	65	41	54	52	54	49	42	46	42	29	10	2		643	2	0
AH-D			15	31	48	32	36	32	23	25	30	30	30	20	19	25	6	3	1	406	245	0
D-B													1							1	178	0
OH			26	47	37	45	38	34	50	34	32	34	28	30	30	26	10	8	1	510	72	0
CI			16	12	24	28	17	23	29	28	31	50	45	80	77	31	15	2	1	509	29	0
VH-PS			2	4	5	2	5	6	10	5	2	8	9	6	7	4	1			76	90	1
VH-B				1	2	2	2	4	1	2	7	7	6	1	1	2	1			39	240	0
CH			225	303	354	342	337	265	250	205	173	128	69	61	51	25	11	2		2,801	1	0
ESC			7,260	11,490	11,053	7,981	5,310	3,408	2,058	1,259	844	511	305	234	186	85	27	9	7	52,027	0	4
PH	1,736	2,423	505																	4,664	236	0
SH				1	1	9	15	16	24	20	24	38	71	54	52	35	6	3		369	33	37
P2R	33	67	178	272	354	406	452	410	379	360	361	304	327	328	287	188	73	33	11	4,823	0	0
TOTAL 89	1,769	2,490	9,616	14,852	16,296	15,219	14,342	13,597	12,636	12,309	11,453	10,859	10,594	9,605	8,268	5,008	1,535	633	230	171,311	3,402	549
TOTAL 88	1,491	2,258	9,804	14,966	16,108	15,268	13,919	13,035	12,362	11,638	11,009	10,747	10.545	9,910	8,876	5,034	1,438	616	210	169,234	3,271	621
TOTAL 87	1,306	2,177	9,705	14,673	15,915	14,968	13,708	12,989	11,964	11,399	11,137	10,861	10,716	10,330	8,983	4,709	1,473	613	220	167,846	3,710	528
TOTAL 86	1,320	2,059	9,120	14,681	15,840	14,720	13,682	12,581	11,793	11,561	11,279	11,064	11,267	10,486	8,503	4,510	1,450	620	257	166,793	3,390	507
TOTAL 85	1,293	2,337	9,067	14,642	15,544	14,741	13,566	12,613	11,605	11,338	11,178	11,430	11,145	9,724	7,872	4,229	1,381	711	263	164,679	3,851	481
TOTAL 84	1,106	2,203	8,887	14,515	15,248	14,412	13,344	12,564	11,945	11,159	11,663	11,210	10,450	9,202	7,838	4,394	1,475	695	236	162,546	NA	NA

Source: Special Education Plan, 1989

P2R: Plan to Revise Project - 13 districts EHAB: Education for the Handicapped Act, Part B

Notes:
1) Not included above are handicapped Head Start pupils or handicapped placed in private schools for the handicapped by their parents.
2) Federal funding for handicapped pupils is provided under: Education of the Handicapped Act through local education agencies and Education Colidation Improvement Act, Chapter I (ECIA), through state facilities such as the Department of Human Services and Katzenbach School for the Deaf and through the Department of Corrections.
3) SH pupils are not federally funded.

5202k

New Jersey State Department of Education
Division of Special Education

A COMPARISON OF HANDICAPPED PUPIL ENROLLMENT FOR TWELVE YEARS

1977-1989

Classification	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
EMR	12,884	10,407*	9,377	8,787	7,163	6,004	5,038	4,333	3,692	3,250	2,832	2,593
TMR	3,879	3,708*	3,536	3,498	3,287	3,089	2,857	2,577	2,443	2,217	2,020	1,989
NI	10,792	9,958*	11,451	12,756	13,360	13,689	14,079	14,816	15,565	16,146	15,949	16,660
PI	31,083	35,324*	39,565	45,819	50,057	51,868	54,459	56,649	60,214	62,066	61,794	63,834
ED	12,237	12,477	13,792	14,952	14,876	14,641	14,276	13,955	14,224	13,824	13,100	13,148
MH	**	3,430	4,066	3,722	3,641	3,418	4,237	4,675	5,131	5,648	5,962	6,219
AH-HH	1,259	907	947	983	922	944	868	724	707	681	664	643
AH-Deaf	755	830	892	785	627	443	371	518	465	428	419	406
Deaf-Blind	NA	60	69	32	25	14	15	13	3	0	1	1
OH	1,648	1,213	1,084	1,224	1,091	916	779	770	621	619	508	510
CI	1,440	1,605	1,330	1,226	1,324	875	824	747	688	427	495	509
VH-PS	417	391	263	235	222	195	173	140	127	104	72	76
VH-Blind	NA	NA	91	84	82	53	44	60	27	41	26	39
CH	5,154	4,157*	3,159	2,901	2,990	2,308	2,421	2,518	2,615	2,792	2,681	2,801
Speech	58,303	55,965	59,382	59,689	57,878	57,861	58,062	57,943	55,738	55,034	53,102	52,027
Preschool	NA	NA	NA	NA	NA	3,188	3,260	3,468	3,918	4,049	4,184	4,664
SH	1,648	1,515	1,471	1,079	906	779	783	773	615	520	440	369
P2R	--	--	--	--	--	--	--	--	--	--	4,984	4,823
TOTAL	141,499	141,947	150,475	157,772	158,451	160,285	162,546	164,679	166,793	167,846	169,234	171,311
ENROLLMENT	1,381,528	1,337,327	1,246,008	1,204,718	1,172,520	1,147,841	1,129,223	1,116,194	1,107,467	1,092,982	1,080,868	1,076,005

Source: Annual Plans for All Handicapped Children, 1978-1982.
Program Plan for All Handicapped Children, 1983-84.
Special Education Plan, 1984-1989.
P2R = Plan to Revise - 13 districts

* Estimated
** Counted by primary handicap

5202k

New Jersey State Department of Education
Division of Special Education

PROPORTION OF HANDICAPPED PUPILS
COMPARED TO THE TOTAL PUBLIC SCHOOL ENROLLMENT
AND THE 3-17 POPULATION

1977-1989

Year	Total Public Enrollment (1)	Handicapped Pupils (2)	Proportion Handicapped (3)	Percent of Population Handicapped (4)
1977	1,421,348	127,401	9.0	NA
1978	1,381,528	141,999	10.3	NA
1979	1,337,327	141,947	10.6	NA
1980	1,246,008	150,475	12.1	8.5
1981	1,204,718	157,772	13.1	9.2
1982	1,172,520	158,451	13.5	9.4
1983	1,147,841	160,285	14.0	9.7
1984	1,129,223	162,546	14.4	9.9
1985	1,116,194	164,679	14.8	10.1
1986	1,107,467	166,793	15.1	10.4
1987	1,092,982	167,846	15.4	10.6
1988	1,080,868	169,234	15.7	10.7
1989	1,076,005	171,311	15.9	10.9
*1990	1,082,561	173,519	16.0	11.0
*1991	1,097,207	178,007	16.2	11.2
*1992	1,117,700	183,522	16.4	11.3
*1993	1,143,041	189,934	16.6	11.4
*1994	1,172,679	197,179	16.8	11.6
*1995	1,204,371	204,902	17.0	11.7
*1996	1,240,049	212,207	17.1	11.8
*1997	1,277,656	219,916	17.2	11.8
*1998	1,318,567	228,271	17.3	11.9
*1999	1,363,296	237,373	17.4	12.0

* Projected

(1) Source: Fall report of public school pupils.

(2) Source: Annual Plan for All Handicapped Children, 1977-82.
Source: Annual Plan for All Handicapped Children, 1983-84.
Special Education Plan, 1984-1989.

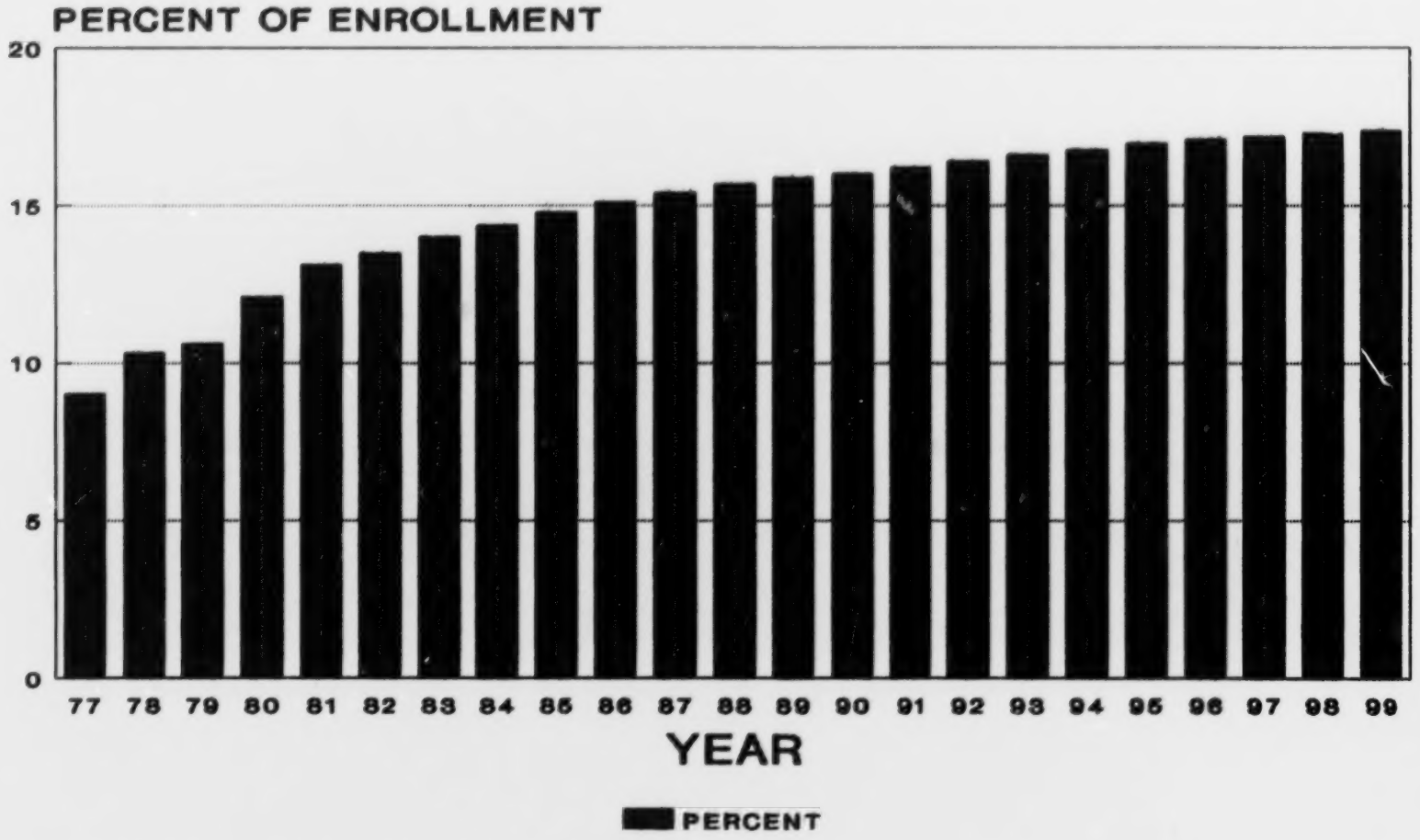
(3) Proportion Classified = $\frac{\text{No. of handicapped pupils ages 3-21 x 100}}{\text{Total public school enrollment}}$

This figure is several points above the percentage in the population since the populations are not directly comparable, e.g. non-public school pupils, 3 and 4 year-olds and 19 to 21-year-olds are included in the handicapped population (numerator), but not in the denominator.

(4) Percent Classified = $\frac{\text{No. of handciapped pupils ages 3-17 x 100}}{\text{Age 3-17 population}}$

0031k

HANDICAPPED PROPORTION OF ENROLLMENT



SOURCE: SPEC.ED.PLAN / FALL REPORT

New Jersey State Department of Education
Division of Special Education

ENROLLMENT OF HANDICAPPED PUPILS BY COUNTY FOR TEN YEARS

1980-1989

County	Total Handicapped									
	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Atlantic	4,395	4,695	4,838	4,991	4,973	5,112	5,212	5,453	5,516	5,464
Bergen	16,225	16,223	16,019	15,792	15,427	15,039	14,958	14,748	14,777	14,565
Burlington	7,835	8,240	8,173	8,060	8,080	8,400	8,553	9,045	9,357	9,436
Camden	10,537	11,805	12,134	12,097	12,444	12,680	12,240	12,500	12,869	12,733
Cape May	1,506	2,000	1,847	1,569	1,756	1,771	1,913	2,007	2,170	2,292
Cumberland	3,407	3,483	3,471	3,353	3,477	3,621	3,784	3,942	4,015	4,300
Essex	16,150	16,271	16,003	16,905	16,930	16,383	16,835	16,513	15,692	15,942
Gloucester	4,108	4,311	4,530	4,700	4,898	5,321	5,745	5,980	6,235	6,497
Hudson	7,645	9,850	9,272	9,827	10,508	11,211	10,738	10,638	10,490	10,916
Hunterdon	2,006	2,055	1,994	2,056	2,011	2,067	2,079	2,176	2,289	2,223
Mercer	6,256	6,134	6,175	6,157	6,435	6,668	6,972	7,131	7,375	7,661
Middlesex	12,685	12,683	12,498	12,618	12,773	12,619	13,139	13,022	13,318	13,613
Monmouth	10,758	11,297	11,903	12,003	12,153	12,406	12,735	12,951	13,209	13,484
Morris	9,655	9,816	9,373	9,528	9,272	9,557	9,679	9,556	9,512	9,417
Ocean	6,756	7,208	8,095	8,361	9,033	9,090	9,606	9,806	10,116	10,158
Passaic	9,947	10,288	10,378	10,390	10,565	10,665	10,464	10,087	9,888	10,059
Salem	1,381	1,705	1,716	1,563	1,644	1,607	1,602	1,688	1,749	1,768
Somerset	4,245	4,203	4,099	4,351	4,190	4,314	4,481	4,475	4,435	4,605
Sussex	3,141	3,503	3,384	3,516	3,599	3,665	3,754	3,660	3,755	3,828
Union	9,523	9,516	10,080	9,803	9,896	9,828	9,799	9,979	9,897	9,830
Warren	2,314	2,486	2,469	2,645	2,482	2,655	2,505	2,489	2,570	2,520
Total	150,475	157,772	158,451	160,285	162,546	164,679	166,793	167,846	169,234	171,311

Source: Annual Plan, 1980, 1981 and 1982.
Program Plan for all Handicapped Children 1983-84.
Special Education Plan 1984-1989.

5202k

New Jersey State Department of Education
Division of Special Education

A COMPARISON OF THE RATIO HANDICAPPED TO PUBLIC SCHOOL ENROLLMENT

County	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Atlantic	13.0	14.4	15.2	15.9	16.1	16.6	16.8	17.3	17.2	17.0
Bergen	13.0	13.9	14.1	14.3	14.5	14.5	14.7	14.8	14.8	14.9
Burlington	11.4	12.4	12.7	12.8	13.0	13.7	13.9	14.6	15.3	15.5
Camden	12.4	14.2	14.9	15.1	15.7	15.9	15.3	15.7	16.2	15.9
Cape May	12.5	17.1	16.2	13.7	15.1	14.8	15.6	16.0	16.7	17.9
Cumberland	12.3	13.0	13.3	13.1	13.7	14.4	15.1	15.7	16.3	17.7
Essex	11.5	11.9	11.9	12.8	13.2	12.9	13.6	13.8	13.5	13.9
Gloucester	10.8	11.5	12.3	13.0	13.5	14.8	15.8	16.3	16.7	17.3
Hudson	9.9	13.1	12.6	13.5	14.8	16.1	15.7	15.9	16.0	16.7
Hunterdon	11.0	11.7	11.6	12.2	11.9	12.3	12.4	13.2	14.0	13.6
Mercer	13.1	13.2	13.5	13.8	14.6	15.1	15.8	16.3	16.9	17.4
Middlesex	12.9	13.5	13.7	14.3	14.8	14.9	15.6	15.4	15.8	16.1
Monmouth	11.6	12.7	13.8	14.2	14.5	14.9	15.3	15.7	16.2	16.6
Morris	12.5	13.2	13.0	13.7	13.7	14.6	15.1	14.4	15.5	15.9
Ocean	11.0	12.0	13.7	14.2	15.3	15.2	15.8	16.1	16.7	16.7
Passaic	13.3	14.3	14.8	15.0	15.4	15.9	15.8	15.7	15.8	16.3
Salem	10.7	13.7	14.0	12.7	13.6	13.3	13.3	14.0	14.6	14.9
Somerset	11.8	12.3	12.5	13.8	13.6	14.1	14.7	14.7	14.7	15.3
Sussex	12.7	14.3	14.0	14.7	15.0	15.3	15.7	15.5	16.2	16.6
Union	12.4	12.8	14.0	15.1	14.5	14.6	14.8	15.5	15.6	15.6
Warren	14.1	15.5	15.7	17.1	16.3	17.8	16.8	16.8	17.5	17.2
New Jersey	12.1	13.1	13.5	14.0	14.4	14.8	15.1	15.4	15.7	15.9

Source: Special Education Plan 1980-1989
Fall Report 1980-1989

NOTE: Ratios were calculated according to the number of handicapped pupils ages 3-21 divided by the public school enrollment multiplied by 100.

0031k

New Jersey State Department of Education
Division of Special Education

RATES OF CLASSIFICATION BY GRADE PLAN OF DISTRICT

(Minus Non-Public Pupils)
1989 Means and One Standard Deviation

GRADE PLAN A	CST* CLASSIFIED	SPEECH**	BOTH
Elementary	11.0 +/- 3.7	6.4 +/- 3.3	17.5 +/- 4.7
GRADE PLAN B			
K-12	10.5 +/- 2.7	4.1 +/- 1.6	14.5 +/- 3.3
GRADE PLAN C			
Secondary	11.3 +/- 3.2	.5 +/- 1.0	11.8 +/- 3.5
ALL DISTRICTS	11.0 +/- 3.4	5.0 +/- 3.2	16.0 +/- 4.5

* CST = Child Study Team
** SPEECH = Eligible for speech correction services.
ASSA = Application for State School Aid

NOTE: Excludes vocational schools.

CST Classified:
- Special Education Plan, Table 1, lines 17 & 18, minus line 15
- Minus nonpublic pupils, table 4, lines 17 and 18 plus line 15
- divided by ASSA, resident enrollment, column 9 total plus column 17
- multiplied by 100

SPEECH:
- Special Education Plan, Table 1, line 15
- Minus nonpublic pupils, Table 4, line 15
- divided by ASSA, resident enrollment, column 9 total plus column 17
- multiplied by 100

Both:
- Special Education Plan, Table 1, lines 17 & 18
- minus nonpublic pupils, Table 4, lines 17 & 18
- divided by ASSA, resident enrollment, column 9 total plus column 17
- multiplied by 100

Note: 68% of the districts have rates of classification which are between the mean (average) minus one standard deviation, and the mean plus one standard deviation.

0031k

New Jersey State Department of Education
Division of Special Education

RATES OF CLASSIFICATION IN DISTRICTS BY SIZE OF ENROLLMENT
(Minus Non-Public Pupils)
1989 Means and One Standard Deviation

DISTRICT ENROLLMENT	CST CLASSIFIED	SPEECH	BOTH
Greater than 10K	9.8 +/- 1.9	3.8 +/- 1.4	13.6 +/- 2.5
5K - 10K	10.3 +/- 1.9	3.7 +/- 1.4	13.4 +/- 1.7
4K - 5K	10.8 +/- 2.8	3.9 +/- 1.6	14.7 +/- 3.2
3K - 4K	10.7 +/- 3.3	4.1 +/- 1.3	14.8 +/- 3.6
2K - 3K	10.3 +/- 2.9	3.9 +/- 1.9	14.1 +/- 3.4
1K - 2K	10.8 +/- 2.8	4.0 +/- 2.7	14.8 +/- 3.7
.5K -1K	11.2 +/- 3.2	5.0 +/- 2.7	16.1 +/- 4.0
Less than .5	11.6 +/- 4.2	6.8 +/- 4.1	18.4 +/- 5.3

Note: Excludes vocational schools

Source: Special Education Plan 12/1/89
Application for State School Aid 9/30/89

New Jersey State Department of Education
Division of Special Education

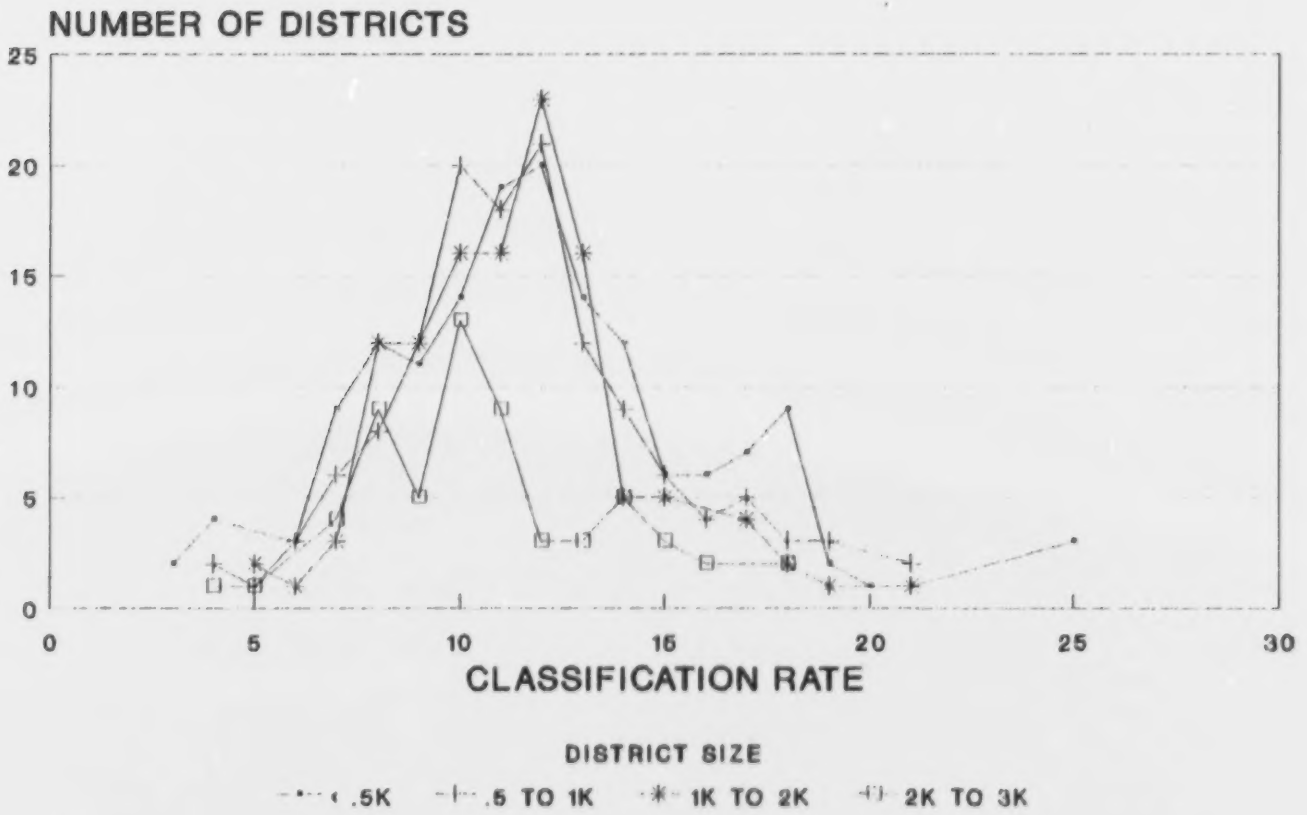
DISTRIBUTION OF DISTRICTS BY SIZE AND
RATE OF CST CLASSIFIED PUPILS
(minus non-public pupils)

CST Classified Rate	Enrollment Less Than 500	500-999	1000-1999	2000-2999	3000-3999	4000-4999	5000-9999	Greater Than 10,000	TOTAL
2					1				1
3	2								2
4	4	2		1					7
5		1	2	1					4
6	3	3	1		1	1			9
7	9	6	3	4		1	1	1	25
8	12	8	12	9	3		1	1	46
9	11	12	12	5	5	4	7	3	59
10	14	20	16	13	2	3	7	4	79
11	19	18	16	9	6	2	3		73
12	20	21	23	3	5	2	4	3	80
13	14	12	16	3	1	3	4		52
14	12	9	5	5	2	1	3	1	38
15	6	6	5	3	1	1			22
16	6	4		2	2	1			15
17	7	5	4		1	1			18
18	9	3	2	2	1				17
19	2	3	1						7
20	1								1
21	1	2							4
22			1						1
23									
24									
25+	3								3
TOTAL	155	135	119	60	31	20	30	13	563

Source: Special Education Plan 12-1-87
Application for State School Aid 9-30-87

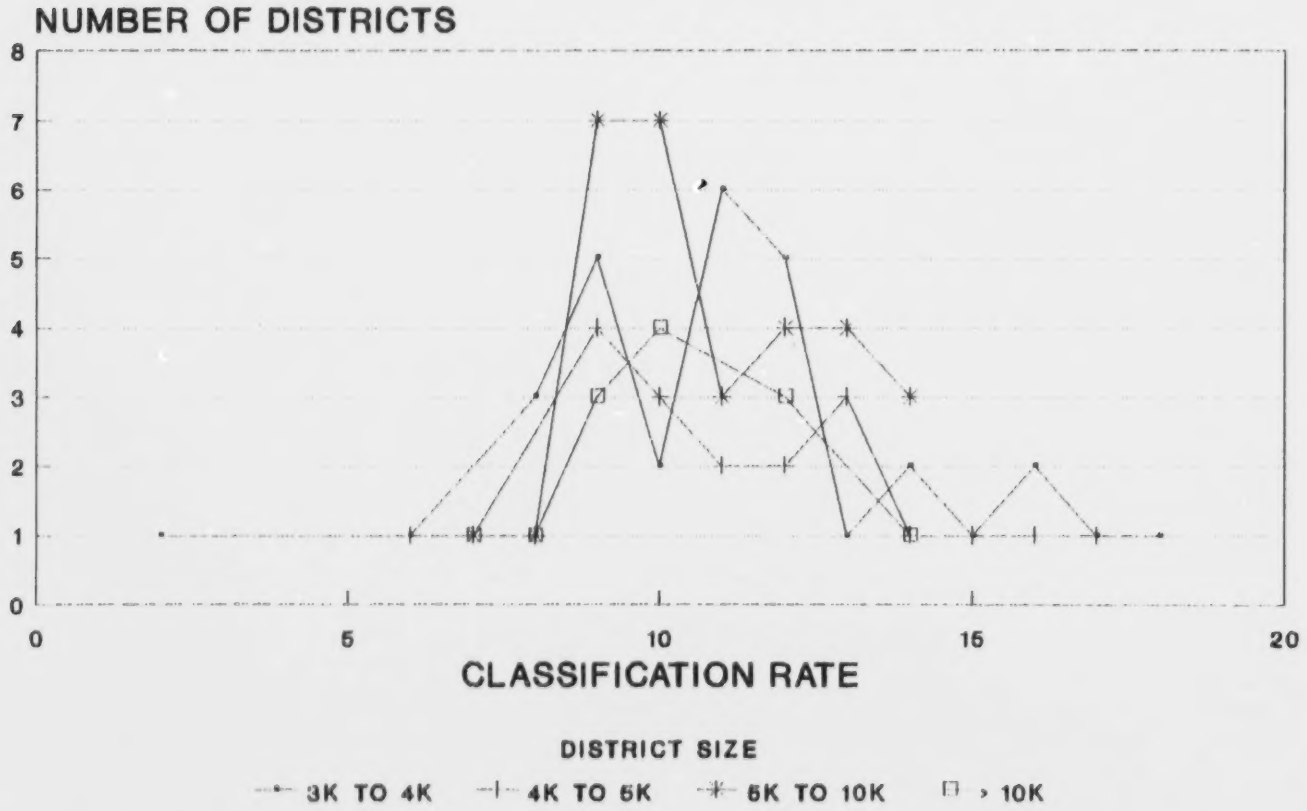
Note: Vocational Schools were excluded from this count.

DISTRIBUTION OF DISTRICTS BY SIZE AND CST CLASSIFIED RATE



SOURCE: SPECIAL EDUCATION PLAN 12-1-89

DISTRIBUTION OF DISTRICTS BY SIZE AND CST CLASSIFIED RATE



SOURCE: SPECIAL EDUCATION PLAN 12-1-89

New Jersey State Department of Education
Division of Special Education

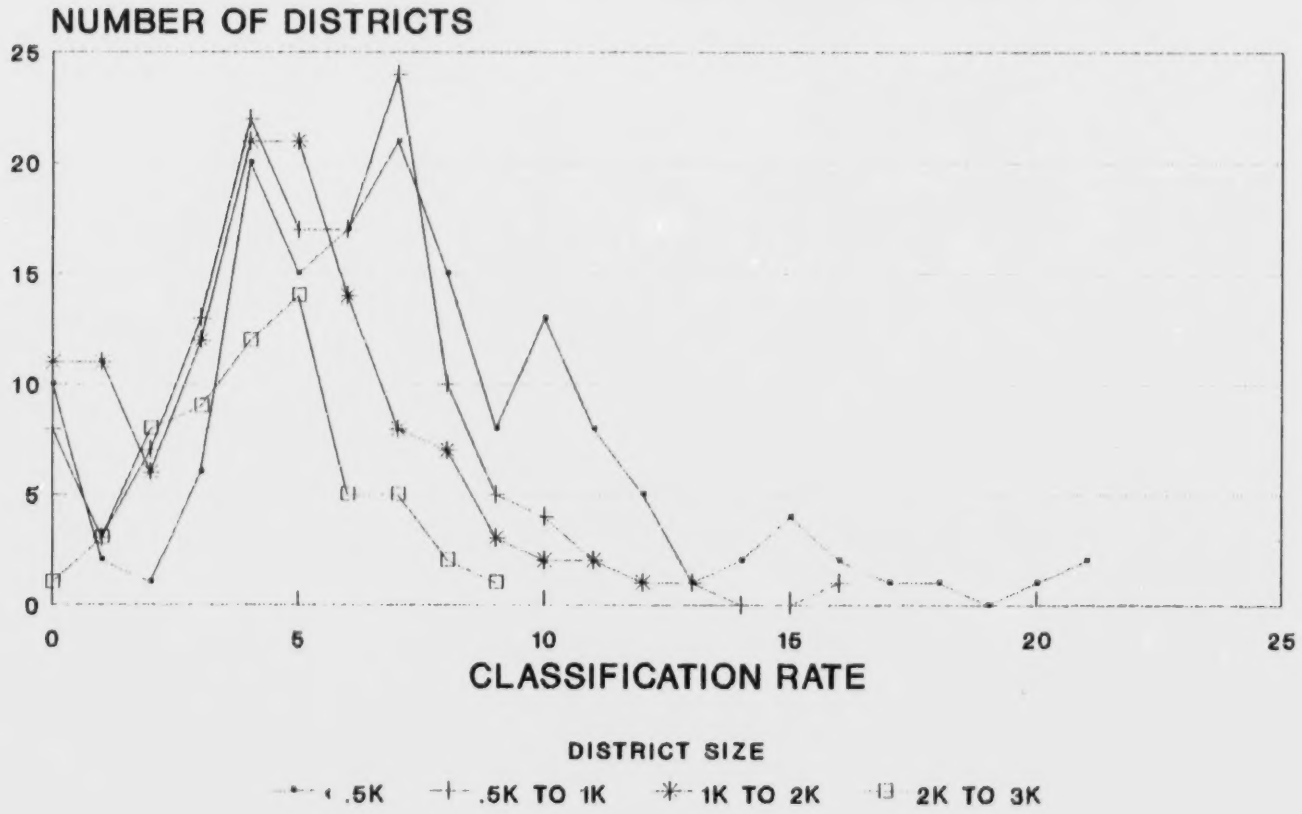
DISTRIBUTION OF DISTRICTS BY SIZE AND
RATE OF ELIGIBLE FOR SPEECH CORRECTION PUPILS
(minus non-public pupils)

Speech Classified Rate	Enrollment Less Than 500	500-999	1000-1999	2000-2999	3000-3999	4000-4999	5000-9999	Greater Than 10,000	TOTAL
0	10	8	11	1					30
1	2	3	11	3		1	2		22
2	1	7	6	8	1	2	3	1	29
3	6	13	12	9	6	2	3	4	55
4	20	22	21	12	10	8	9	3	105
5	15	17	21	14	6	2	9	2	86
6	17	17	14	5	6	3	2	2	65
7	21	24	8	5	2	2	2	1	64
8	15	10	7	2					35
9	8	5	3	1					17
10	13	4	2						19
11	8	2	2						12
12	5	1	1						8
13	1	1							2
14	2								2
15	4								4
16	2	1							3
17	1								1
18	1								1
19									
20	1								1
21	2								2
TOTAL	155	135	119	60	31	20	30	13	563

Source: Special Education Plan 12-1-87
Application for State School Aid 9-30-87

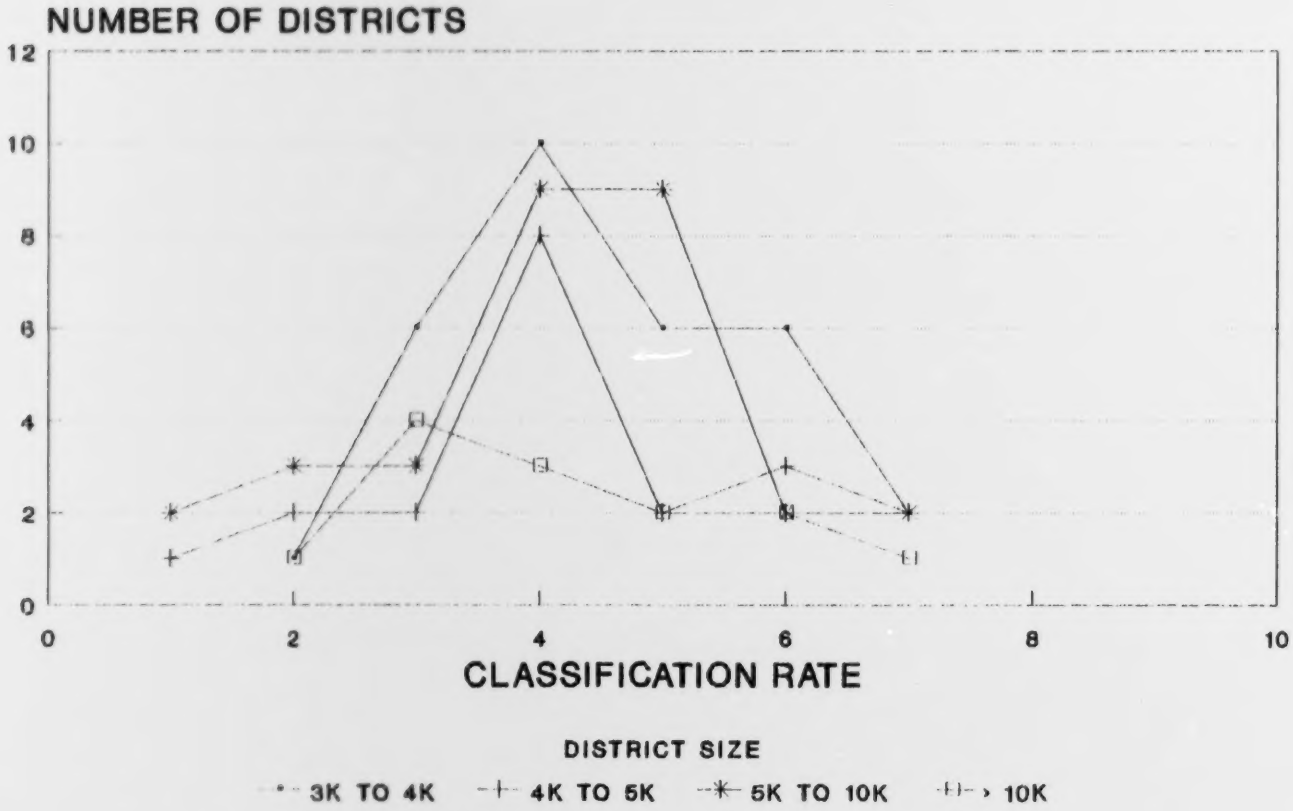
Note: Vocational Schools were excluded from this count.

DISTRIBUTION OF DISTRICTS BY SIZE AND RATE OF SPEECH PUPILS



SOURCE: SPECIAL EDUCATION PLAN 12-1-89

DISTRIBUTION OF DISTRICTS BY SIZE AND RATE OF SPEECH PUPILS



SOURCE: SPECIAL EDUCATION PLAN 12-1-89

New Jersey State Department of Education
Division of Special Education

CLASSIFICATION RATES BY DISTRICT SIZE AND DISTRICT FACTOR GROUPING (DFG)

Child Study Team classification rates vary considerably among school districts. One of the most frequently asked questions is, "How does my district compare with similar districts?" Previously such comparisons were most often made within county or with selected districts. It is now possible to compare child study team classification rates and speech classification rates with all districts in the state which have similar enrollments and District Factor Groupings. These comparisons are shown on the accompanying graphs. Districts can compare their own classification rates with other similar districts by finding their classification rates and DFG on the appropriate graphs of similar sized districts.

Districts in New Jersey classify pupils as handicapped either by a child study team (CST) or a speech-language specialist. The classification rates in each district were calculated by taking the Special Education Plan, December 1, 1989 handicapped pupil count minus nonpublic pupils and dividing by the September 30, 1989 resident enrollment reported on the Application for State School Aid. District classification rates varied considerably. It was found that district enrollment was an important determinant of the range of classification rates. This is a statistical phenomenon called the normal curve distribution. The higher the enrollment, the smaller the range of rates and the closer the range is to the mean. Because the impact of size was strong, the analysis of the distribution of rates by District Factor Grouping (DFG) was conducted on districts grouped by enrollment.

DFG is a ten-item categorical measure (A-J) of the socioeconomic status of district residents with group A being the poorest group and group J being the most affluent. The DFG was determined through a factor weighing of education (28%), occupational prestige (23%), family income (20%), poverty level (14%), unemployment (11%) and other factors (4%).

Districts were divided into seven groups by resident enrollment with their CST and speech classification rates plotted separately against the district DFG. (DFG was coded graphically as A=1, B=2 ... J=10). A few non-operating districts were reported as "0" because no DFG had been determined for them. The seven different enrollment groups were titled as follows (K=thousands): 1-499=.5K; 500-999=.5-1K; 1000-1999=1K-2K; 2000-2999=2K-3K; 3000-4999=3K-4K; 5000-9999=5K-10K; 10,000-50,000=Over 10K. Within each of the enrollment groupings, districts were plotted by classification rate and DFG. Each square represents a district with a given classification rate and DFG. There may be some overlap in these data points where districts had the same classification rate and DFG.

CST classification rates were plotted separately from speech rates. Speech rates included pupils receiving speech as their only special education service. CST classified pupils receiving speech as a related service were not included in the speech rate. The means, standard deviations, medians or

statistical correlations were not determined because the number of districts in each enrollment/DFG group was too small.

The enrollment in a district has an effect on the range of classification rates. Districts with extremely high or extremely low classification rates may be the result of the very small enrollments. A few handicapped pupils moving into (or out of) a small district will increase (or decrease) the district classification rates much more than if they moved into (or out of) a larger district. Small changes in numbers of handicapped pupils can have a large impact on rates when the denominator (enrollment) is small. The referral procedures of a single principal in a one-school district will also have a greater impact on rates than a single principal in a multi-school district. Other conditions, policies and procedures may influence classification rates. The size of enrollment has the largest effect on the range of both child study team and speech classification rates.

In most of the DFGs in each enrollment group, one or two districts had much higher CST or speech rates than their DFG counterparts. Similarly, there were also districts which had considerably lower rates. This was true in every enrollment group, but not all DFG groups. Districts may have special conditions which cause them to have classification rates much higher or lower than other districts of similar size and DFG. Their policies and procedures may also foster these outlying rates.

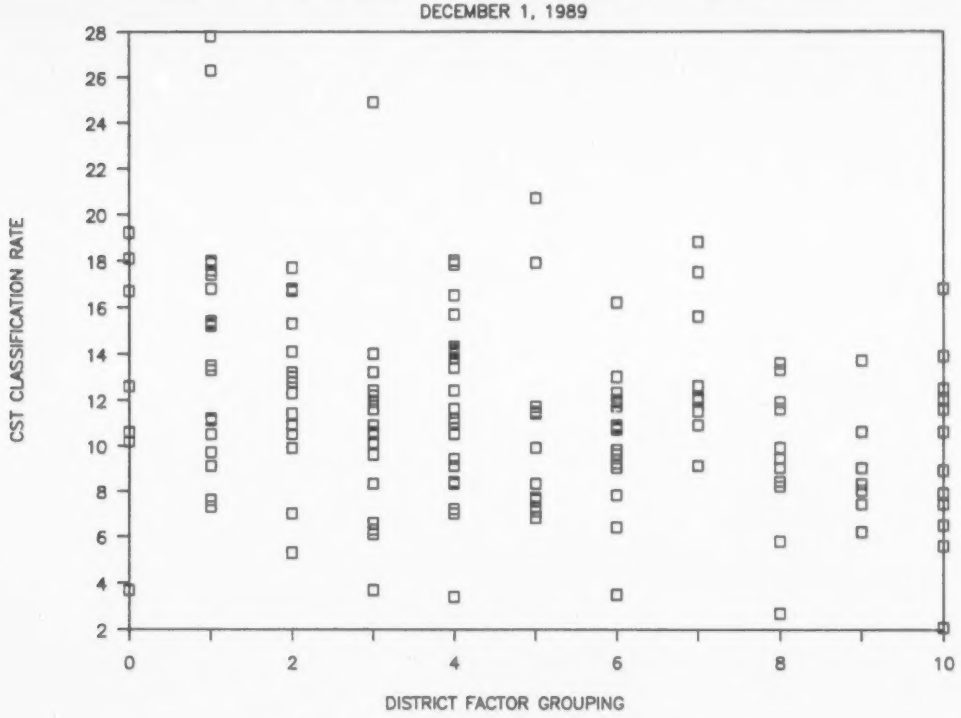
Overall there was no DFG influence on speech classification rates. There was a DFG influence on CST classification rates seen in districts with enrollments between 500 and 5,000. Neither the smallest districts (less than 500 enrollment) nor the largest districts (over 5,000 pupils) showed any DFG effect on CST classification rates. However, there were too few districts with enrollments over 10,000 in any DFG group to make a definitive determination. In general, in the medium-sized districts, the lower DFG group districts had somewhat higher CST classification rates than did the higher DFG groups. The effect is gradual, however, and not dramatic. There is a considerable overlap in classification rates across all DFG groups.

Size of district enrollment is the most important determiner of the range in CST and speech classification rates. The higher the enrollment in districts, the more restricted the range of speech and CST classification rates and the closer that range is to the mean. District Factor Grouping has no discernable effect on speech classification rates, but does affect CST rates in districts of medium size. In the enrollment groups where the gradual DFG influence on CST classification rates could be seen, the lower DFG groups had higher CST rates than the higher DFG groups. There was no consistent pattern of DFG influence on the CST rates ia the smallest or largest districts.

MM/ml:14/8837W

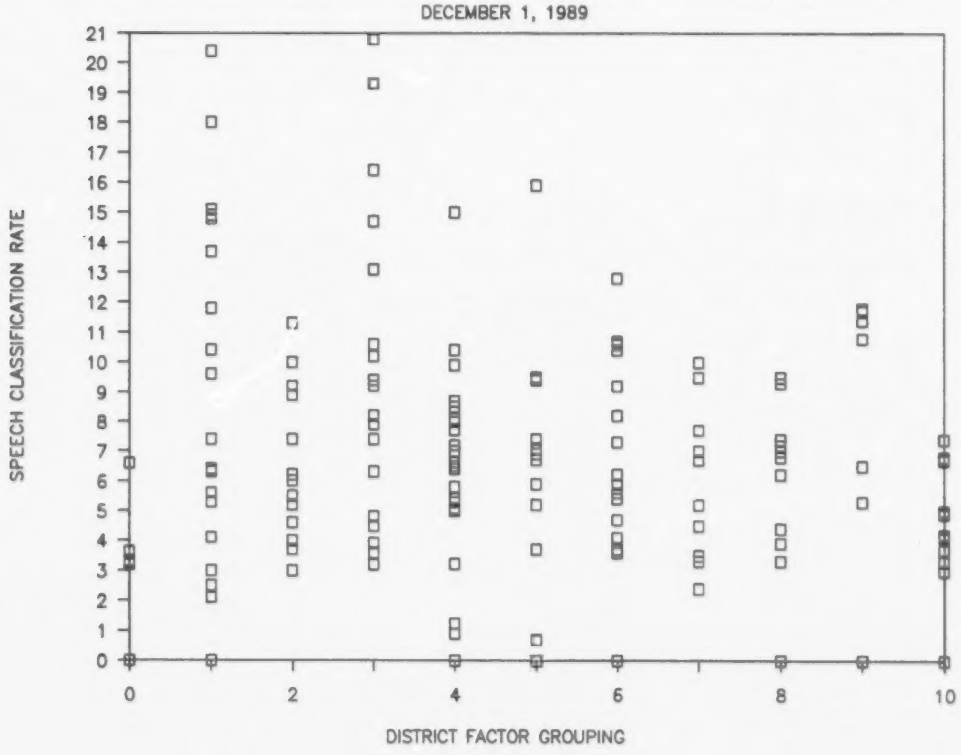
CST RATES BY DFG: DISTRICTS LESS .5K

DECEMBER 1, 1989



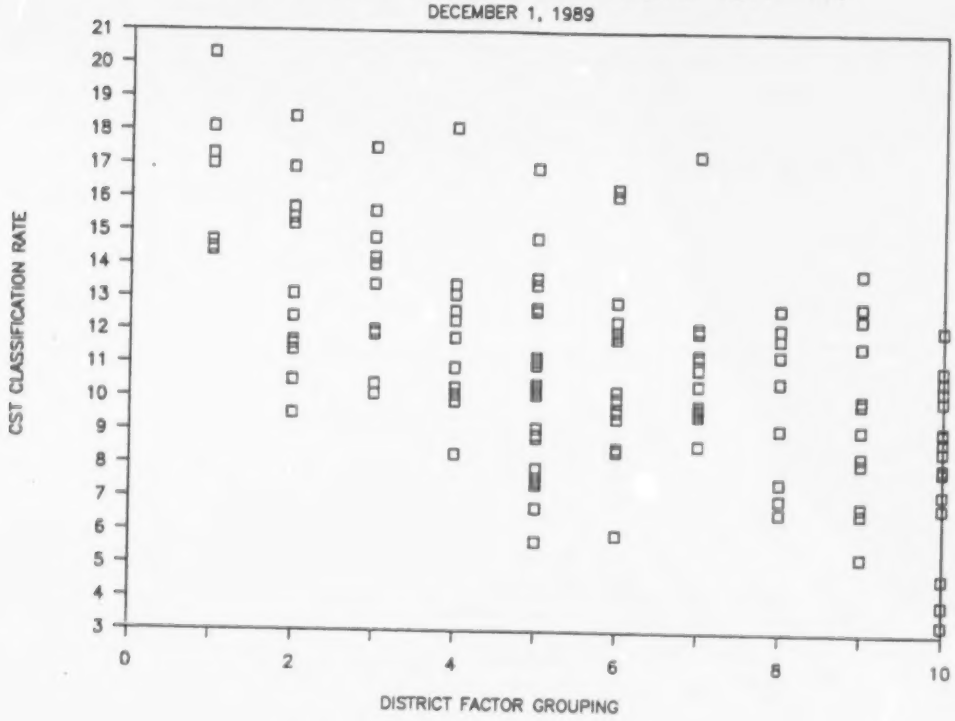
SPEECH RATES BY DFG: DISTRICTS LESS .5K

DECEMBER 1, 1989



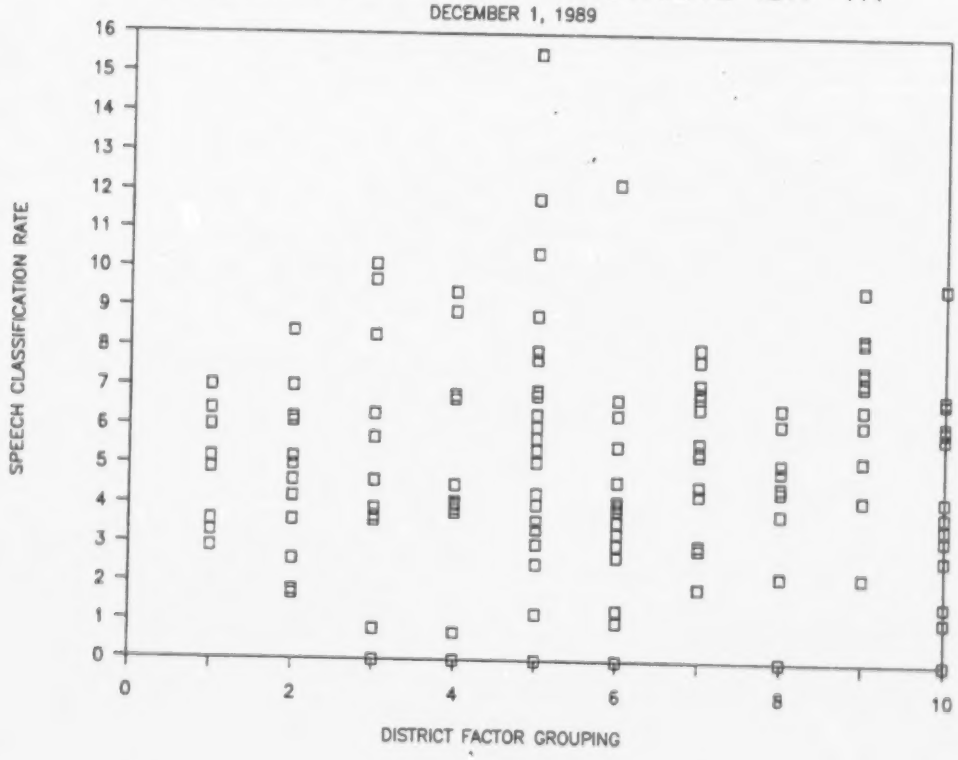
CST RATES BY DFG: DISTRICTS .5K–1K

DECEMBER 1, 1989



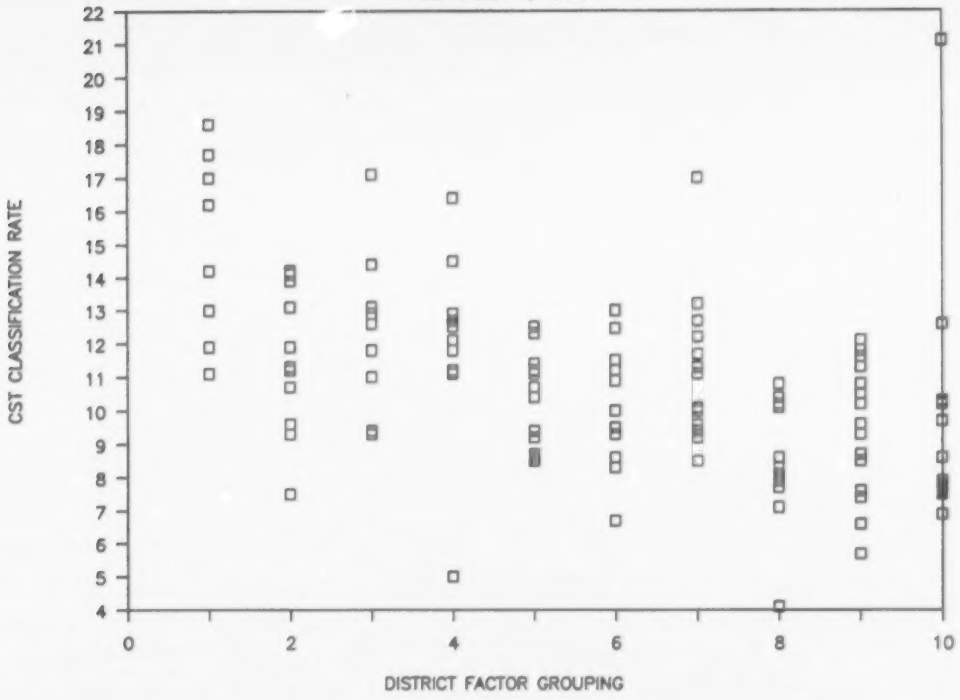
SPEECH RATES BY DFG: DISTRICTS .5K–1K

DECEMBER 1, 1989



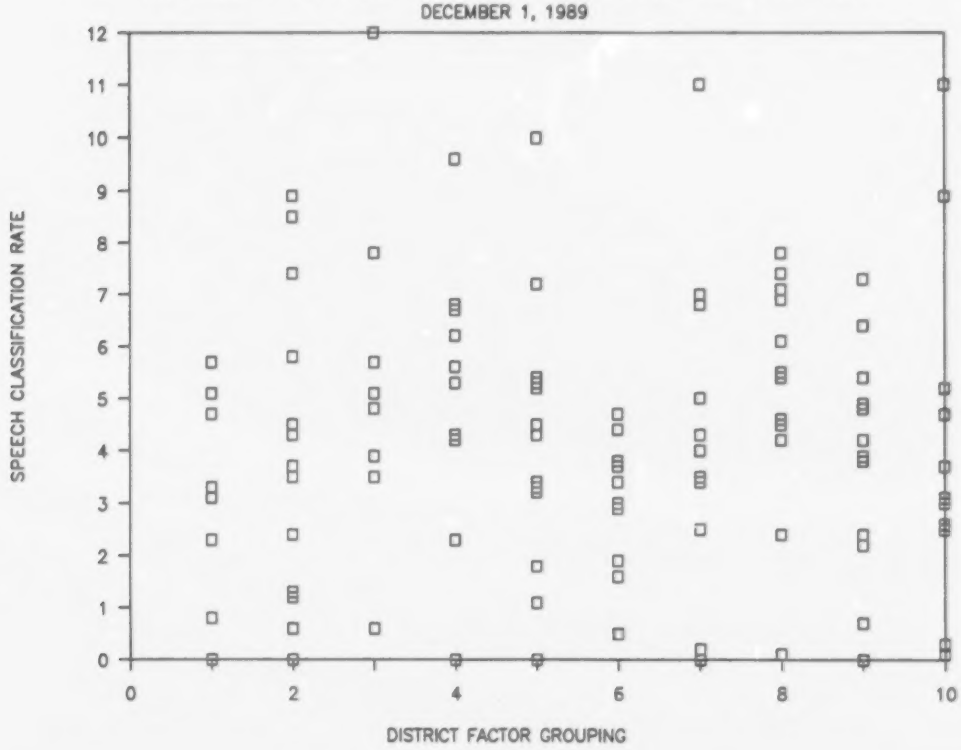
CST RATES BY DFG: DISTRICTS 1K–2K

DECEMBER 1, 1989



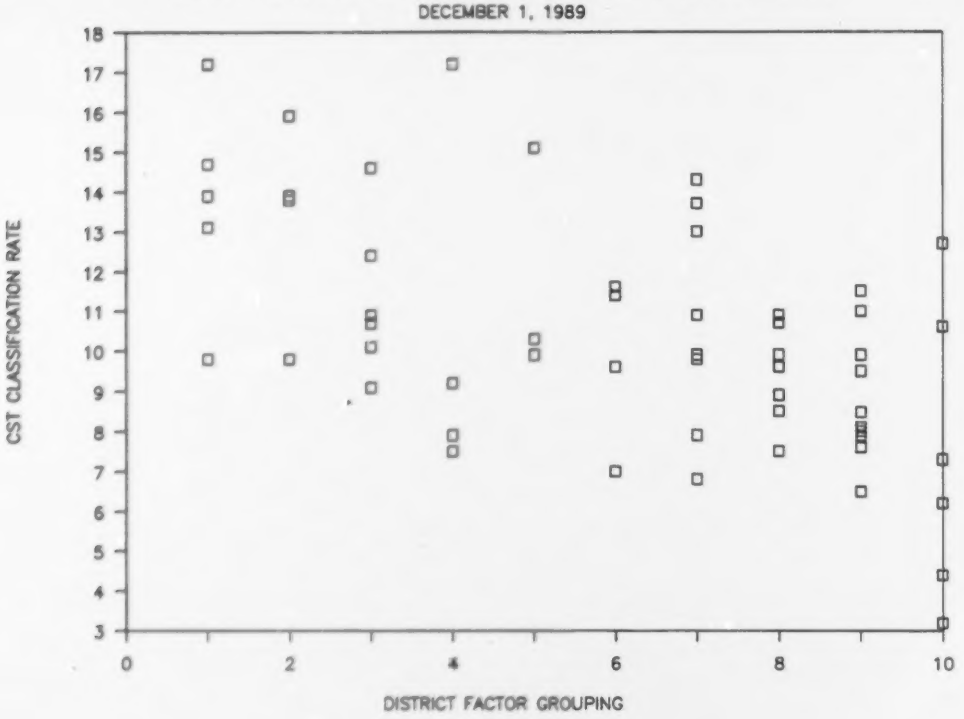
SPEECH RATES BY DFG: DISTRICTS 1K–2K

DECEMBER 1, 1989



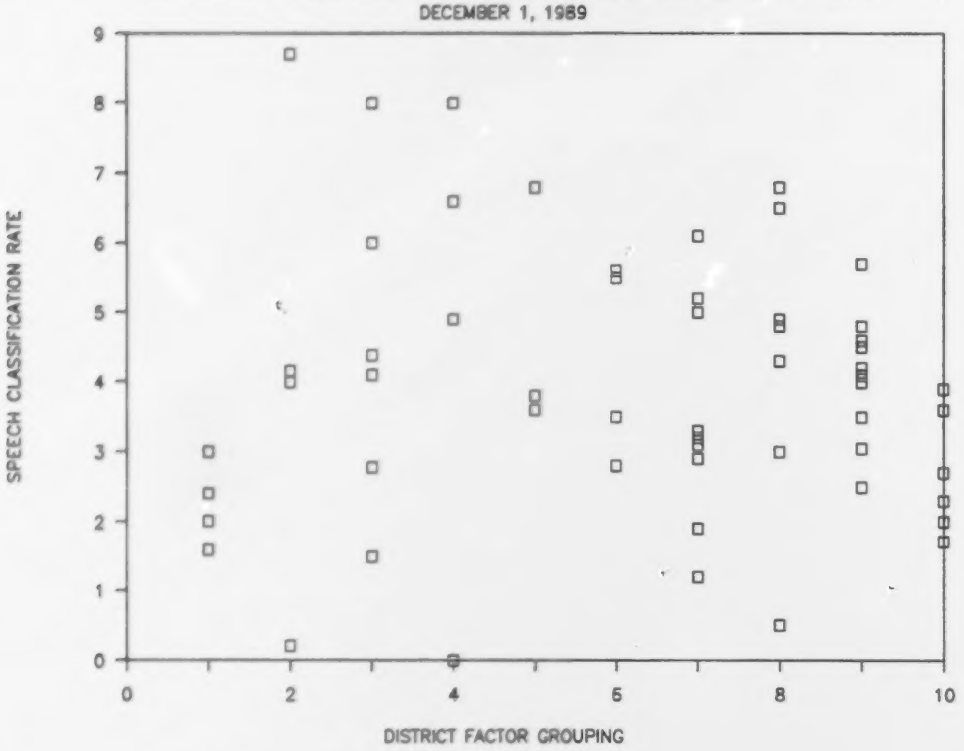
CST RATES BY DFG: DISTRICTS 2K–3K

DECEMBER 1, 1989



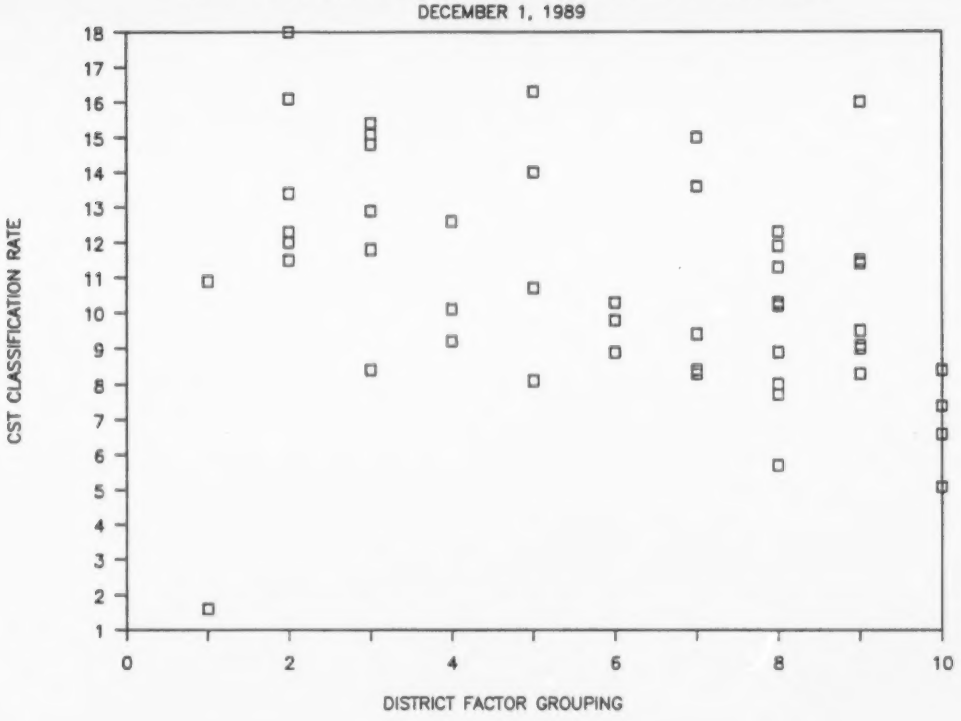
SPEECH RATES BY DFG: DISTRICTS 2K–3K

DECEMBER 1, 1989



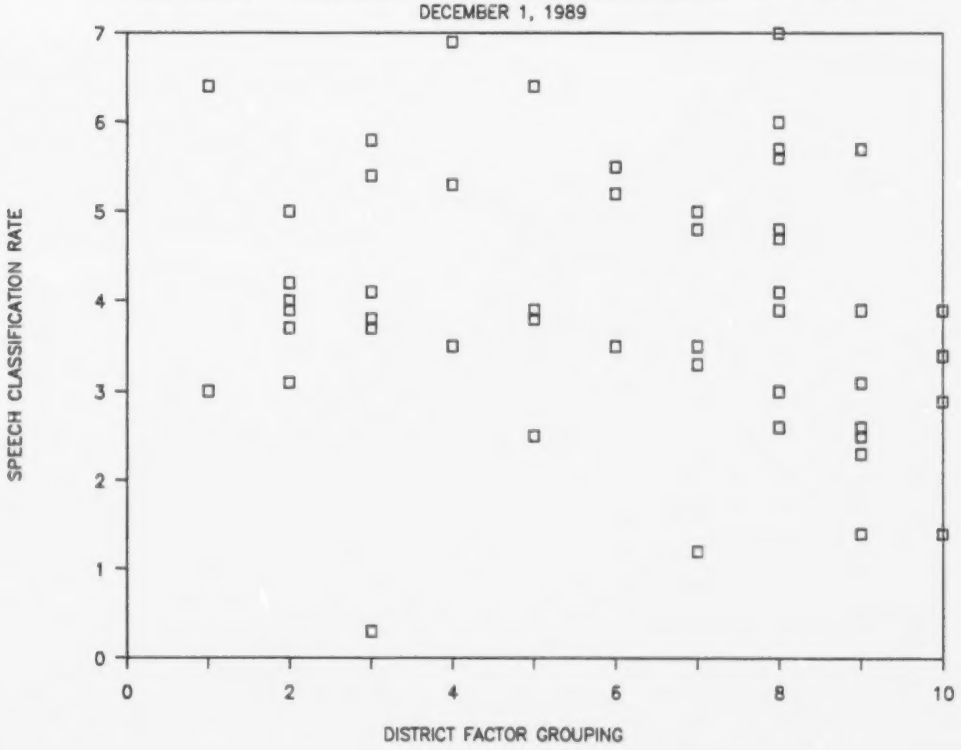
CST RATES BY DFG: DISTRICTS 3K–5K

DECEMBER 1, 1989



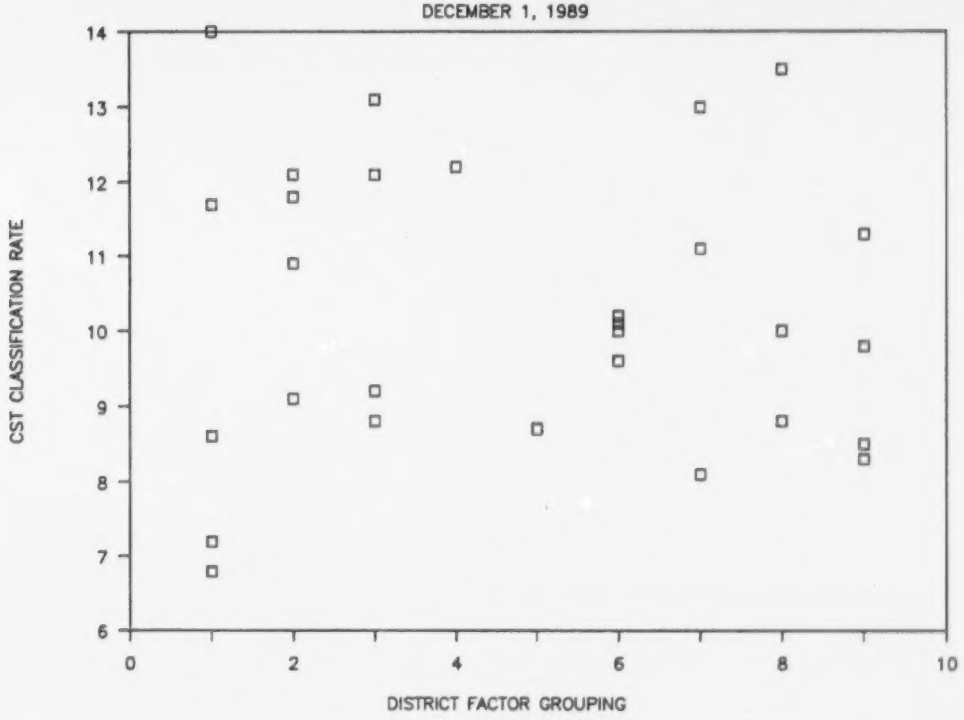
SPEECH RATES BY DFG: DISTRICTS 3K–5K

DECEMBER 1, 1989



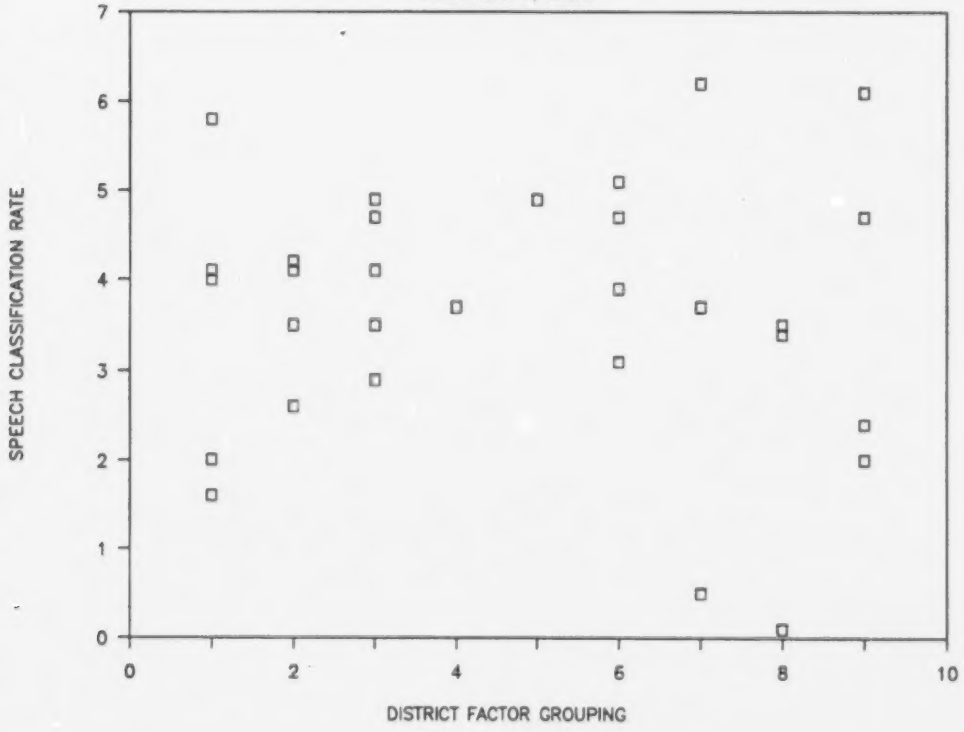
CST RATES BY DFG: DISTRICTS 5K–10K

DECEMBER 1, 1989



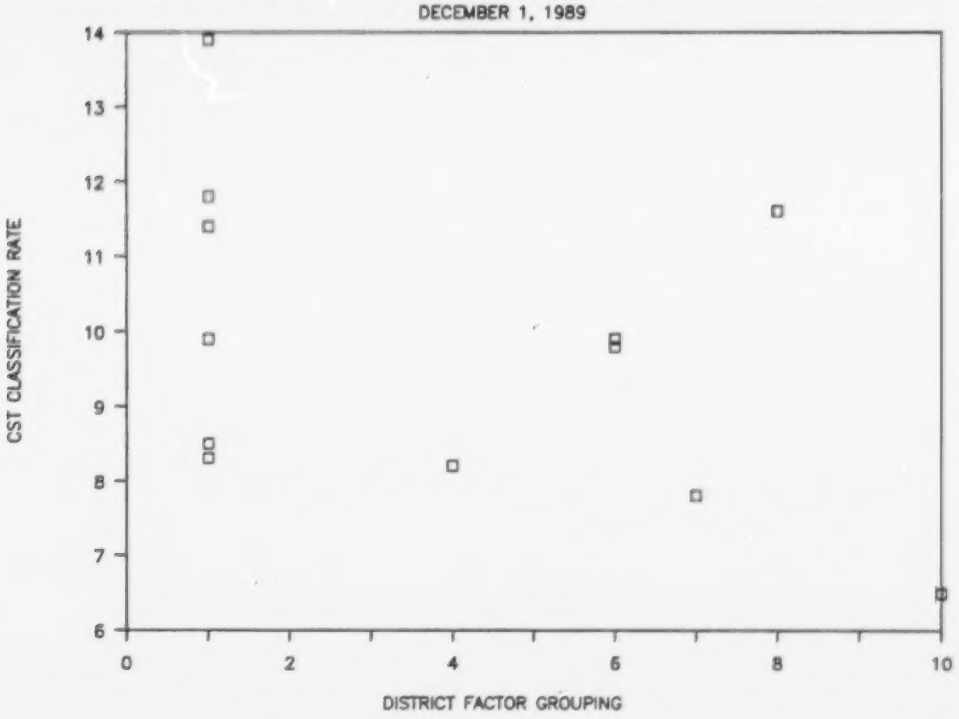
SPEECH RATES BY DFG: DISTRICTS 5K–10K

DECEMBER 1, 1989



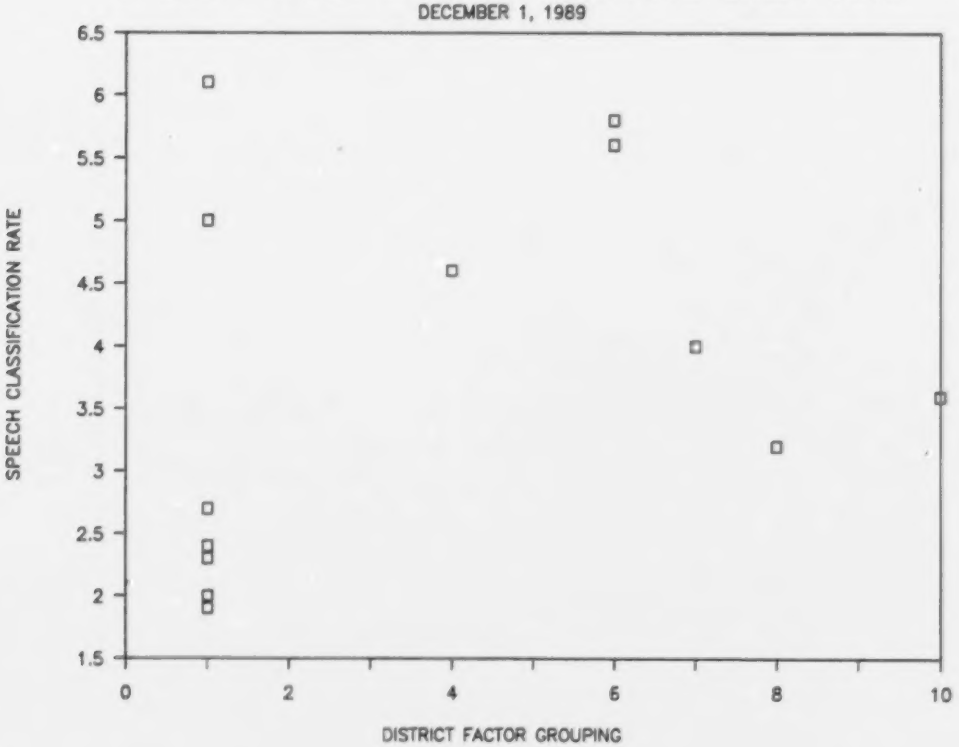
CST RATES BY DFG: DISTRICTS OVER 10K

DECEMBER 1, 1989



SPEECH RATES BY DFG: DISTRICTS OVER 10K

DECEMBER 1, 1989



New Jersey State Department of Education
Division of Special Education

PATTERNS OF HANDICAPPED PUPIL PLACEMENT

Pupils classified by a child study team (CST) as educationally handicapped have several placement options. Among these options are supplemental instruction (SI), resource room (RR), and self-contained classes (public and private). SI and RR placements are provided in regular education buildings. Self-contained classes may be in regular education buildings as well, but also may be in: separate buildings within districts; special services districts or educational services commissions; regional day schools (RDS); private schools; or public college-operated programs.

Statewide, of all the pupils attending class in separate buildings, over half (55%) are placed in private schools for the handicapped. County special services/educational services commissions serve 20% of those in separate buildings. Districts have separate buildings for another 18% with regional day schools serving 6% and public college-operated programs just 1%. Counties with separate buildings in districts, special services/educational services commissions or private schools have the highest rates of placement in these settings.

Analysis of the 1989 placement data revealed a wide degree of variability among counties in the proportion of pupils in class settings other than regular education buildings. The proportions were calculated by dividing the number of handicapped pupils in these more restrictive placements by the total number of CST classified pupils (excluding nonpublic pupils). The rates ranged from a low of 4.1% in Sussex County to a high of 27.0% in Essex County. The state average is 14.7%. Rankings of the counties are shown graphically according to the proportion of CST classified pupils in those placements.

Counties also vary in the proportion of CST classified pupils placed in special classes. This rate was calculated for each county by dividing the number of pupils in special classes, regardless of setting, by the total number of CST classified pupils. The rates ranged from a low of 32.4% in Atlantic County to a high of 76.7% in Burlington County. The state average is 58.5%. The twenty-one counties are graphically ranked according to the proportion of pupils in self-contained classes, public and private.

The pattern of classifications of the pupils in special classes varies according to location of the class. In regular buildings, three quarters of the handicapped pupils in special classes are classified PI or NI. In separate buildings within the district, there is a greater variety of classifications. One quarter of the pupils in district special classes in separate buildings are ED, one-fifth are MR, one-fifth are PI and one-eighth are NI. The remaining quarter consists of preschool, MH or other classifications. Two-thirds of the pupils in special services districts and educational services commissions are classified ED or MH. The remaining third of the pupils are classified preschool, PI, NI, MR or other classifications. Most pupils in regional day schools and private schools

for the handicapped are classified ED or MH. In separate buildings taken together, most pupils are classified ED, MH and NI.

Placement in a special class varies according to the pupil's classification. If a pupil is classified as EMR, TMR, MH or preschool, the chances are virtually certain that placement will be in a special class. Most EMR and TMR pupils are in regular buildings, but almost 1,500 are in separate buildings. Less than half of the PI pupils are placed in separate classes and those classes are mostly in regular education buildings. There are, however, 925 PI pupils in separate buildings (Districts - 555; SS/EC-243; other 27). Three-quarters of all NI, ED and the combined other classifications are placed in special classes. Preschool, EMR, TMR and NI classes are most frequently in regular education buildings while ED and MH classes are more often in separate facilities. There are over 1,000 preschool handicapped pupils in separate buildings. The variability in class placement rates by classification reflects child study team practices in developing educational programs for different handicapping conditions.

There is a sevenfold difference between the lowest and highest counties in the proportion of placements of handicapped pupils in separate buildings. Counties with districts which have separate buildings, special services/educational services commissions and/or private schools available are most likely to place high proportions of their pupils in those separate buildings. There is a twofold, difference between the lowest and highest counties in the proportion of handicapped pupils in special classes regardless of setting. Whether a pupil is placed in a special class and where that class is located depends partly upon the classification of the pupil and partly upon the resident county.

New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS BY CLASSIFICATION AND PLACEMENT

December, 1989

Classification of Pupil	Supplemental Instruction Resource Room Speech	Self Contained Class	Private Day School	Private Residential	Home Inst. Hospital	Non-Public Schools	Total
EMR	128	2,282	169	2	9	3	2,593
TMR	4	1,481	477	15	11	1	1,989
NI	3,437	11,666	1,433	8	53	63	16,660
PI	35,621	26,022	122	2	89	1,978	63,834
ED	2,714	6,199	3,917	26	231	11	13,148
MH	378	3,692	2,015	43	83	8	6,219
AH-HH	241	338	58	0	1	5	643
AH-D	37	312	52	2	4	0	407
OH	193	207	103	0	6	1	510
CI	180	148	0	0	177	4	509
VH-PS	57	12	5	0	0	2	76
VH-B	10	11	18	0	0	0	39
CH	501	1,853	422	0	2	23	2,801
SPEECH	42,821	0	0	0	3	9,202	52,027
PRE	2	4,150	486	1	26	0	4,664
SM	104	218	38	0	9	0	369
P2R	2,177	2,061	239	0	10	336	4,823
TOTAL 1989	88,605	60,652	9,554	99	764	11,637	171,311
TOTAL 1988	89,652	58,637	8,820	107	723	11,295	169,234
TOTAL 1987	90,461	57,341	8,208	133	587	11,116	167,846
TOTAL 1986	91,398	55,587	7,916	105	754	10,763	166,793

Note: Pupils in private day schools may also attend residential programs sponsored by DYFS. Districts pay both educational and residential costs for pupils reported in private residential programs.

P2R: Plan to Revise Special Education - 13 districts

Source: Special Education Plan 1986-1989.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

NUMBER OF HANDICAPPED PUPILS AND PROPORTIONS IN VARIOUS PLACEMENTS

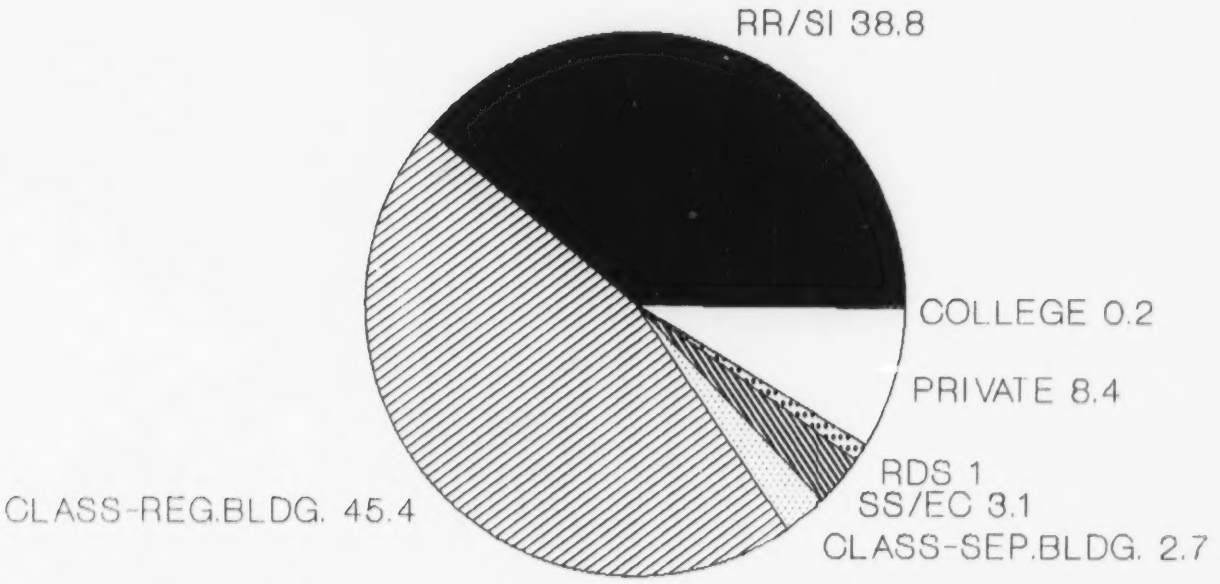
YEAR	RR/SI/SP	CLASS	DAY PRIVATE	RES. PRIVATE	HI	NONPUBLIC	TOTAL
1986	91398	55587	7916	105	754	10763	166523
1987	90461	57341	8208	133	587	11116	167846
1988	89652	58637	8820	107	723	11295	169234
1989	88605	60652	9554	99	764	11637	171311

YEAR	RR/SI/SP	CLASS	DAY PRIVATE	RES. PRIVATE	HI	NONPUBLIC	TOTAL
1986	54.9%	33.4%	4.8%	0.1%	0.5%	6.5%	100%
1987	53.9%	34.2%	4.9%	0.1%	0.3%	6.6%	100%
1988	53.0%	34.6%	5.2%	0.1%	0.4%	6.7%	100%
1989	51.7%	35.4%	5.6%	0.1%	0.4%	6.8%	100%

SOURCE: SPECIAL EDUCATION PLANS 1986-1989

0031k

PLACEMENTS OF ALL HANDICAPPED PUPILS
BY PERCENT IN EACH PLACEMENT TYPE



SOURCE: SPECIAL EDUCATION PLAN 12-1-89

New Jersey State Department of Education
Division of Special Education

CST CLASSIFIED PUPILS BY THE PROPORTION
IN SELF CONTAINED PLACEMENTS

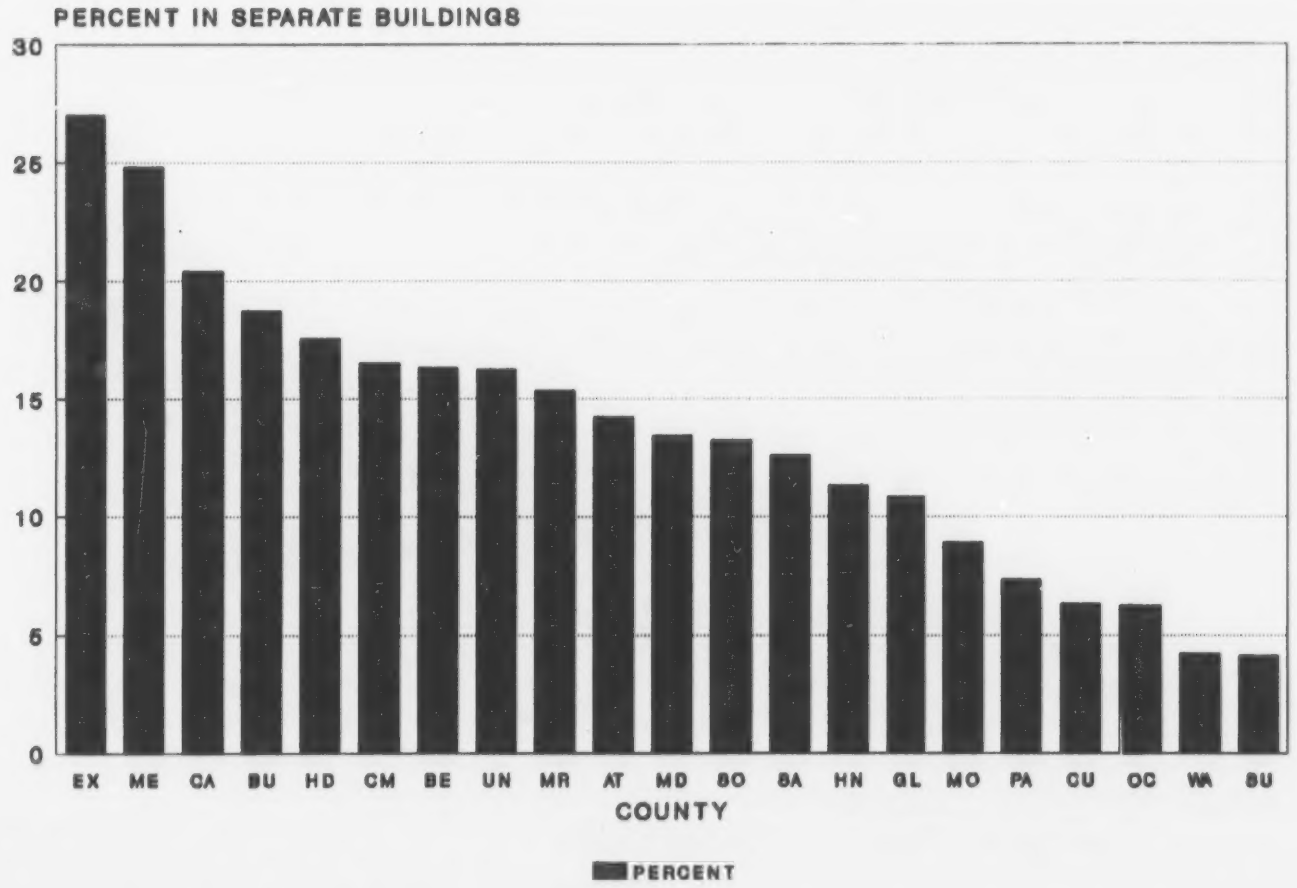
County	Dist. Self-Con. Classes	Dist. Self-Con. Building	Commis./ Special Services	Regional Day Schools	Day & Resid. Private	College	Total Separate Buildings	Separate Classes & Buildings
Atlantic	18.2%	0.0%	7.9%	2.0%	4.2%	0.0%	14.2%	32.4%
Bergen	29.0%	3.3%	6.1%	1.5%	5.5%	0.0%	16.3%	45.3%
Burlington	58.0%	0.0%	11.9%	0.0%	6.8%	0.0%	18.7%	76.7%
Camden	59.6%	5.7%	0.0%	0.6%	10.2%	0.0%	16.5%	76.2%
Cape May	24.3%	0.0%	17.5%	0.0%	2.9%	0.0%	20.4%	44.7%
Cumberland	53.6%	2.6%	0.0%	0.0%	3.7%	0.0%	6.3%	59.9%
Essex	46.8%	9.4%	0.4%	1.9%	15.0%	0.3%	27.0%	73.8%
Gloucester	62.3%	0.9%	1.6%	0.0%	8.4%	0.0%	10.8%	73.1%
Hudson	54.8%	7.1%	0.0%	1.0%	8.6%	0.8%	17.5%	72.3%
Hunterdon	41.9%	1.3%	0.0%	0.0%	10.0%	0.0%	11.3%	53.2%
Mercer	41.6%	2.4%	11.5%	2.9%	8.0%	0.0%	24.8%	66.4%
Middlesex	48.8%	1.1%	1.0%	1.3%	9.1%	1.0%	13.4%	62.2%
Monmouth	39.9%	0.0%	0.4%	0.0%	8.5%	0.0%	8.9%	48.8%
Morris	27.4%	3.6%	1.2%	1.3%	9.3%	0.0%	15.3%	42.7%
Ocean	46.4%	0.0%	0.0%	1.6%	4.5%	0.0%	6.2%	52.6%
Passaic	49.9%	0.3%	0.0%	6.9%	7.0%	0.0%	7.3%	57.2%
Salem	44.4%	0.0%	0.0%	0.0%	5.7%	0.0%	12.6%	57.0%
Somerset	37.9%	0.0%	1.8%	0.0%	11.4%	0.0%	13.2%	51.0%
Sussex	52.0%	0.4%	0.3%	0.0%	3.4%	0.0%	4.1%	56.1%
Union	27.2%	1.2%	7.0%	0.0%	7.8%	0.2%	16.2%	43.4%
Warren	35.9%	0.0%	0.0%	0.0%	4.2%	0.0%	4.2%	40.0%
TOTAL	43.7%	2.6%	3.0%	0.9%	8.1%	0.2%	14.7%	58.5%

Source: Special Education Plan, 12/1/89
Note: District self contained classes excludes classes in district separate buildings.

0031k

PROPORTION OF CST CLASSIFIED PUPILS

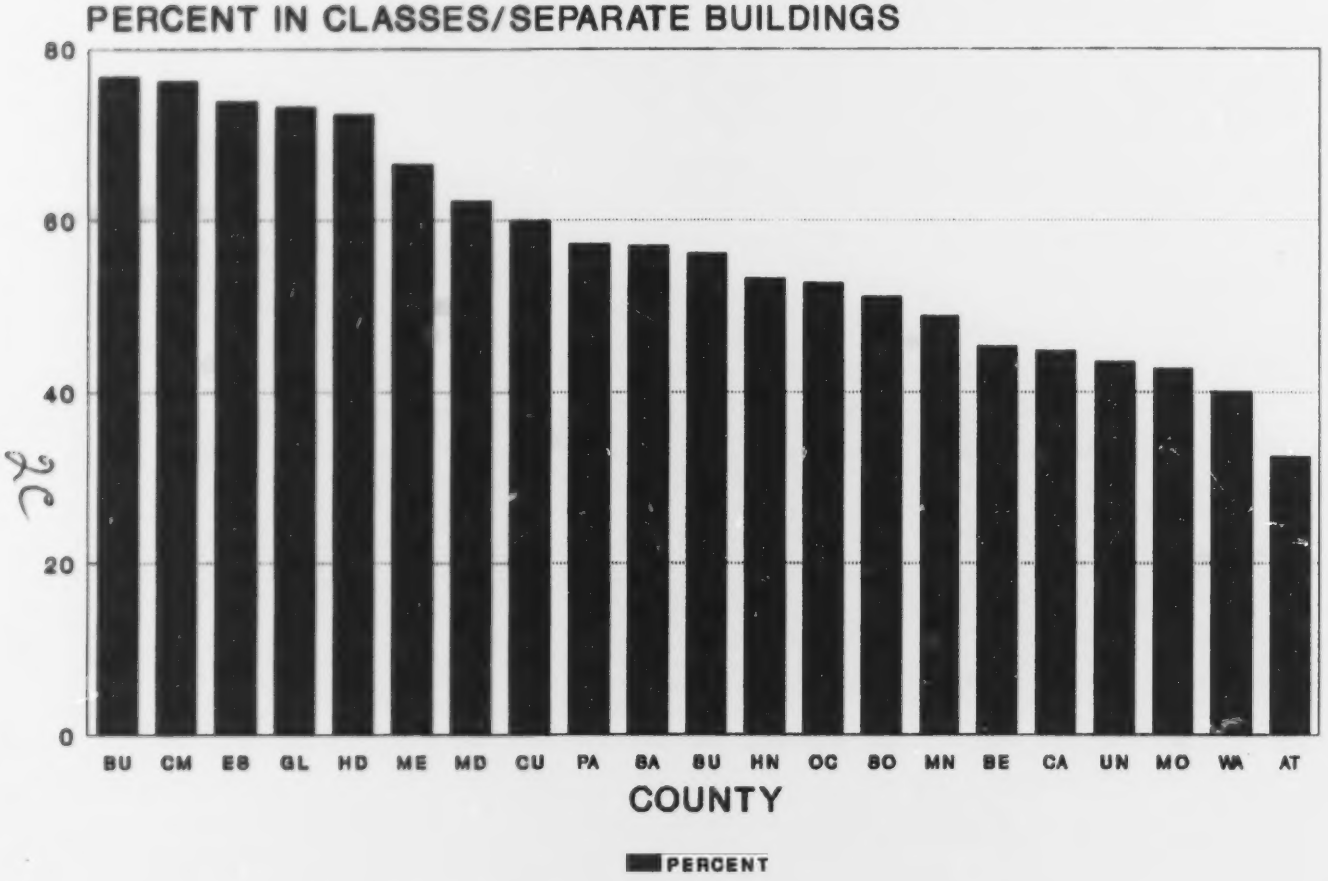
EXCLUDING NON-PUBLIC PUPILS



SOURCE: SPECIAL EDUCATION PLAN, 12-1-89

PROPORTION CST CLASSIFIED PUPILS

EXCLUDING NON-PUBLIC SCHOOL PUPILS



SOURCE: SPECIAL EDUCATION PLAN, 12-1-89

New Jersey State Department of Education
Division of Special Education

ENROLLMENT AND PREVALENCE RATE BY CLASSIFICATION, RACE, AND GENDER
Public Schools
December 1, 1989

Classification	American Indian Alaskan Native		Asian or Pacific Islander		Black		Hispanic		White		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
EMR	6	1	15	26	510	449	259	204	526	601	1316	1281	2597
TMR	4	5	24	18	309	215	167	149	648	446	1152	833	1985
NI	45	7	117	43	3148	1404	1181	484	7418	2842	11909	4780	16689
PI	102	69	385	208	8053	4194	3995	1939	28775	14084	41310	20494	61804
ED	18	8	73	13	3208	863	1131	260	5990	1564	10420	2708	13128
MH	7	3	70	32	1190	471	411	194	2536	1293	4214	1993	6207
SM	0	0	1	0	80	31	33	7	202	70	316	108	424
AH	2	3	16	20	105	89	108	82	295	304	526	498	1024
OH	0	0	8	4	78	67	43	33	158	114	287	218	505
CI	0	0	4	2	44	68	22	21	184	155	254	246	500
VH	0	0	4	1	23	17	16	11	25	26	68	55	123
CH	2	8	53	27	423	198	295	133	1245	719	2018	1085	3103
SPEECH	78	44	922	475	4076	2553	2628	1494	18837	11331	26541	15897	42438
PRESCHOOL	4	0	44	29	556	275	301	167	2210	1072	3115	1543	4658
P2R	4	4	25	23	664	293	537	265	1866	860	3096	1445	4541
TOTAL BY SEX AND RACE	272	152	1761	921	22467	11187	11127	5443	70915	35481	106542	53184	159726
TOTAL BY RACE	424		2682		33654		16570		106396		159726		
Enrollment by Sex and Race	607	590	22880	21634	101358	98105	62505	57242	365984	345100	553334	522671	1076005
Enrollment by Race	1197		44514		199463		119747		711084		1076005		
Percent Handicapped with Speech (ESCS)	35.4%		6.0%		16.9%		13.8%		15.0%		14.8%		14.8%
Percent Handicapped without Speech (ESCS)	25.2%		2.9%		13.6%		10.4%		10.7%		10.9%		10.9%

Source: Fall Report, Special Education Plan, 1989.

Note: Total handicapped enrollment excludes handicapped pupils from non-public schools.

P2R: Plan to Revise Special Education - 13 districts, speech pupils in P2R districts were excluded from the calculation of the percent handicapped without speech.

*Prevalence Rates were calculated as a percentage of the total enrollment for each racial/ethnic and sex grouping.

5202k

New Jersey State Department of Education
Division of Special Education

TRENDS IN RELATED SERVICES

Related services includes counseling, occupational therapy, physical therapy, speech and other services required for a pupil to benefit from education as required by the handicapped pupil's individualized education program. For the past three years, data have been collected on how many handicapped pupils receive each type of service. For each service, the number of handicapped pupils receiving that service has increased.

The numbers of handicapped pupils receiving related services were divided by the number of child study team (CST) classified pupils to calculate the percentage receiving related services. These percentages were compared over the three years from 1987 through 1989. Counseling was provided to between 12.0% and 14.2% of all CST classified pupils, most of whom were perceptually impaired (PI) (43%), emotionally disturbed (ED) (29%), or neurologically impaired (NI) (10%). There was no particular trend over the three years of available data. Occupational therapy (OT) grew from 4.5% in 1987 to 5.7% in 1989. OT was received primarily by pupils classified as preschool handicapped (26%), multiply handicapped (MH) (21%), or neurologically impaired (19%). Physical therapy (PT) grew from 2.8% to 3.3% over the same period with 30% of the pupils classified as multiply handicapped, 25% as preschool handicapped and 15% as neurologically impaired.

Another way of looking at related services is to calculate the percentage of each classification which received each related service. This was done for 1989 by dividing the number of handicapped pupils who received a particular related service by the number of handicapped pupils in each classification. Almost 40% of the ED and SM pupils received counseling, about 11% of the NI, PI, and EMR pupils, and 15% of the MH pupils. Less than 10% of all other classifications receive counseling. Forty-four percent of the OH pupils received OT, 38% of the preschool handicapped, 24% of the MH and between 11% and 15% of the TMR and OH pupils. Less than 10% of all other classifications receive OT. Sixty-four percent of the OH pupils received PT, 21% of the preschool handicapped, and 11% of the TMR pupils. Less than 5% of all other classifications receive PT. Almost one-quarter of all handicapped pupils received counseling, OT and/or PT.

Data on speech as a related service has been collected since 1980. Each year the number of pupils receiving this service increased by about 2,000 per year (from 1980 to 1986). The number remained steady for the next two years and then increased by 3,300 form 1988 to 1989. The percentage of CST classified pupils who received speech paralleled that numerical increase from 14.3% in 1980 to 22.4% in 1986. The percentage held steady at 22% for the next three years, but then increased to 24.4% in 1989. One-third of the pupils receiving speech as a related service were classified PI, 20% were NI, 12% were preschool handicapped, 10% were MH and 7% were communication handicapped (CH).

Another way of looking at speech as a related service is to determine what proportion of each classification receives speech. From that perspective 82% of all CH and preschool handicapped pupils received speech as well as 60% of all TMR, 51% of all MH, 39% of all EMR, 36% of all NI and 16% of all PI pupils. Speech is the most common related service provided to handicapped pupils.

MM/ml:14/8837W

New Jersey State Department of Education
Division of Special Education

HANDICAPPED PUPILS RECEIVING RELATED SERVICES

CLASSIFICATION	COUNSELING*	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	SPEECH	TOTAL
EMR	290	220	107	1100	1717
TMR	144	305	210	1218	1877
NI	1726	1323	588	5677	9314
PI	7334	714	225	9635	17908
ED	4973	115	28	838	5954
MH	960	1478	1151	3021	6610
AH-HH	56	19	26	414	515
AH-D	14	9	4	225	252
D-B	0	2	1	1	4
OH	14	225	326	132	697
CI	28	22	25	41	116
VH-PS	19	10	2	9	40
VH-B	2	5	2	12	21
CH	184	310	106	2203	2803
PH	62	1791	983	3432	6268
SM	144	6	7	11	168
P2R	1006	244	128	1116	2494
TOTAL 1989	16956	6798	3919	29085	56758
TOTAL 1988	13905	5526	3359	25903	48693
TOTAL 1987	15147	5024	3115	25691	48977

* Counseling provided individually or in small groups by a school psychologist, school social worker or guidance counselor.

P2R: Plan to Revise Project - 13 districts

Source: Special Education Plan: 1987-1989.

NOTE: The number of related services reported decreased from eleven categories to four in 1989. Counseling for previous years was computed only from psychologists and social workers for trend analysis. The Guidance Counselor counseling reported in previous years appears to have included some counseling which was not strictly provided as a related service, Therefore it was not incorporated into the counseling above.

0031k

New Jersey State Department of Education
Division of Special Education

NUMBERS AND PERCENTAGE OF EACH CLASSIFICATION RECEIVING RELATED SERVICES

CLASSIF.	COUNSELING		OCCUPATIONAL THERAPY		PHYSICAL THERAPY		ENROLL.
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
EMR	290	11.2%	220	8.5%	107	4.1%	2593
TMR	144	7.2%	305	15.3%	210	10.6%	1989
NI	1726	10.4%	1323	7.9%	588	3.5%	16660
PI	7334	11.5%	714	1.1%	225	0.4%	63834
ED	4973	37.8%	115	0.9%	28	0.2%	13148
MH	960	15.4%	1478	23.8%	1151	18.5%	6219
AH	70	6.7%	30	2.9%	31	3.0%	1050
OH	14	2.7%	225	44.1%	326	63.9%	510
CI	28	5.5%	22	4.3%	25	4.9%	509
VH	21	18.3%	15	13.0%	4	3.5%	115
CH	184	6.6%	310	11.1%	106	3.8%	2801
PRE	62	1.3%	1791	38.4%	983	21.1%	4664
SM	144	39.0%	6	1.6%	7	1.9%	369
P2R	1006	20.9%	244	5.1%	128	2.7%	4823
TOTAL	16956	14.2%	6798	5.7%	3919	3.3%	119284

Source: Special Education Plan, 12/1/89.

0031k

New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS AND NUMBER OF WAIVERS* IN EACH CLASS TYPE

December 1, 1989

NUMBER OF WAIVERS

Class Type	Total Number of Pupils	Classification	Age	Class Size	Length of School Day	Total Waivers	Percentage
EMR	2,066	128	69	16	1	214	10.4
TMR	1,259	32	58	11	14	115	9.1
PI	25,411	1,254	131	234	27	1,646	6.5
OH	108	1	2	0	0	3	2.8
NI	10,810	725	32	177	28	962	8.9
AH	384	2	2	11	7	22	5.7
CH	1,601	119	10	19	2	150	9.4
ED	4,678	135	32	66	57	290	6.2
SM	141	6	0	0	0	6	4.3
CI	106	0	0	1	1	2	1.9
MH	1,542	169	9	9	17	204	13.2
PRESCH	3,748	85	44	8	4	141	3.8
TOTAL - 89	51,854	2,656	389	552	158	3,755	7.2
TOTAL - 88	47,998	2,717	272	215	132	3,336	6.9
TOTAL - 87	43,718	1,829	210	217	87	2,343	5.4
TOTAL - 86	47,716	1,843	278	373	177	2,670	5.6
TOTAL - 85	45,509	1,707	245	501	31	2,484	5.5

* Waivers for the placement of classified students into self-contained classes may be granted by the county supervisor of child study for the following reasons:

1. classification of student is different from the class type
2. age of student is above or below the four year age range for class
3. class size is above number set for that class type
4. length of school day is extended or curtailed

Note: The percentage is calculated by dividing the total number of waivers by the total pupils in column one

Source: Special Education Plan, 1985-1989.

5202k

New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS SERVED THROUGH CHAPTER 207 OVER TEN YEARS

Year	Res. Fac. for Retarded	Day Trng. Centers	Res. Yth. Centers	Trng. Sch. or Corr. Facility	C. Trt. Ctr. or Psy. Hos.	State Responsible	Total
1989	216	1,168	93	1,930	124	408	3,939
1988	252	1,204	108	1,793	149	205	3,711
1987	326	1,229	111	1,855	186	191	3,898
1986	388	1,272	125	1,769	158	161	3,873
1985	488	1,182	128	1,542	186	NA	3,526
1984	615	1,217	149	1,765	192	NA	3,938
1983	752	1,240	190	1,899	193	NA	4,274
1982	794	1,184	156	1,662	196	NA	3,992
1981	1,030	1,264	193	1,550	175	NA	4,212
1980	1,283	866	183	1,240	167	NA	3,739

Source: Application for State School Aid, 1980 - 1989.

Note: Districts are financially responsible through a state aid assessment. The State is responsible for those pupils for whom a resident district cannot be determined.

New Jersey State Department of Education
Division of Special Education

TRENDS IN STAFF RATIOS

Staff ratios have remained fairly stable over the past nine years. The calculation of staff ratios was done with data from tables 1-5 of the Special Education Plan as described in the following page.

Child study team (CST) ratios have decreased considerably over the past ten years when their numbers are compared with total enrollment. However, the CST ratios increased when their numbers are compared with the number of CST classified pupils. Psychologist ratios to total enrollment decreased from about 1:1500 in 1980 to 1:1121 in 1989. At the same time the ratio to the CST classified pupils increased from 1:110 to 1:134. Similar changes are found with the LDT-C and social workers. The numbers of CST members increased after two years with no change preceded by several years of slow, steady increase.

There are still more learning disability teacher-consultants (LDT-Cs) than psychologists and social workers, but the difference is decreasing (220 in 1980 to about 165 in 1989). The ratio of LDT-Cs to total enrollment decreased slightly from 1:1063 in 1980 to 1:956 in 1989 while the ratio to CST classified pupils jumped from 1:86 in 1980 to 1:114 in 1989.

Speech-language specialist (speech correctionists) ratios to total enrollment dropped significantly from 1:1200 in 1980 to 1:767 in 1989. The ratio of speech-language specialists (correctionists) to pupils receiving speech remained stable at about 1:65 for the past five years, but dropped during the last two years to 1:51 in 1989.

The number of special education administrators was compared with the total enrollment, the total number of handicapped, the CST classified handicapped and the total number of special education staff reported on table 5 of the Special Education Plan. The ratio to total enrollment decreased by 38% between 1980 and 1989; however, the ratio to total handicapped decreased by only 15%. The ratios of special education administrators to CST classified pupils dropped from 1:244 in 1980 to a low of 1:205 in 1984 and then gradually increased to 1:255 in 1989. The ratio of special education administrators to total special education staff decreased from 1:46 in 1980 to a low of 1:42 in 1984 and then returned back up to 1:48 in 1989.

There is considerable variability in staffing ratios within the state. The ratios described here are only state averages. Comparisons should be made with caution since districts vary considerably in characteristics and needs.

Staff ratios were calculated from data reported on the Special Education Plan through the following formulas:

Resource Room/SI =	Table 2: Handicapped Pupils in Resource Rooms or Supplemental Instructions (minus ESCS) / Table 5: Resource Room Teachers and Supplemental Instructors
Special Class =	Table 2: Handicapped Pupils in Public Self-Contained Classes (minus Preschool Pupils) / Table 5: Special Class Teachers
Preschool =	Table 1: Number of Preschool Handicapped / Table 5: Preschool Teachers
Aides =	Table 2: Handicapped Pupils in Public Self-Contained Classes / Table 5: Number of Aides
CST/Speech-Language Specialist/ Correctionist =	Fall Report: Total Enrollment / Table 5: Child Study Team Members (or Speech-Language Specialists/Correctionists)
CST =	Table 1: Total Handicapped - Table 1: Speech / Table 5: CST Members
Speech-Language Specialist/ Correctionist =	Table 1: Speech + Table 6: Speech as a Related Service / Table 5: Speech-Language Specialist/Correctionists
Special Ed. Administrators =	Fall Report: Total Enrollment / Table 5: Special Education Administrators
Special Ed. Administrators =	Table 1: Total Handicapped / Table 5: Special Education Administrators
Special Ed. Administrators =	Table 5: Total Special Education Staff / Table 5: Special Education Administrators

NOTE: Speech = Eligible for Speech/Language Services.

0031k

New Jersey State Department of Education
Division of Special Education

A COMPARISON OF DISTRICT STAFFING PATTERNS FOR TEN YEARS*

Personnel Category	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Special Class Teachers	3,879	3,950	4,408	4,347	4,671	4,780	4,532	5,040	5,260	5,490
Resource Room Teachers	1,742	2,072	2,133	2,387	2,464	2,502	2,699	2,788	2,982	3,066
Supplemental Teachers	1,037	1,298	1,200	983	884	821	743	708	679	633
Preschool Teachers	204	187	201	281	260	247	238	262	281	303
Home Instructors	NA	NA	NA	NA	398	659	637	616	672	705
Voc. Ed. Tch. Spec. Ed.	NA	422	485	459	468	355	373	327	309	326
Phys. Ed. (adaptive)	NA	212	235	209	180	185	190	200	271	178
Teacher Aides	2,196	2,397	2,656	2,785	3,051	2,961	3,143	3,355	3,700	3,920
School Psychologists	843	894	918	845	908	909	922	943	1,004	997
School Social Workers	862	899	905	894	914	905	914	948	980	1,036
LDTCs	1,063	1,086	1,091	1,080	1,082	1,060	1,088	1,104	1,140	1,168
Speech Correctionists	1,065	1,137	1,197	1,166	1,226	1,224	1,226	1,254	1,363	1,448
School Counselors	1,589	1,454	1,410	1,386	1,371	1,658	1,751	1,716	1,796	1,843
School Nurses	1,389	1,630	1,640	1,595	1,615	1,603	1,665	1,618	1,624	1,700
School Physicians	163	242	255	267	290	288	316	311	305	334
Psychiatrists	25	83	81	75	**	**	**	**	**	**
Neurologists	12	59	69	62	**	**	**	**	**	**
Ophthalmologists	7	23	29	21	**	**	**	**	**	**
Optometrists	10	22	19	15	**	**	**	**	**	**
Otolaryngologists	2	15	8	9	**	**	**	**	**	**
Other Diagnostic Staff**	**	**	**	**	134	140	133	107	135	129
Audiologists	NA	27	39	30	28	27	29	35	29	29
Occupational Therapists	21	46	56	61	64	63	81	95	121	158
Physical Therapists	49	56	60	60	67	63	66	77	96	103
Recreation Therapists	NA	4	5	8	6	3	7	4	4	1
Special Educ. Admin	374	454	457	453	509	491	491	489	513	522
Other	642	660	896	487	751	704	347	631	778	748
TOTAL	17,174	19,329	20,453	19,965	21,341	21,648	21,591	22,628	24,042	24,837

* In full time equivalents (FTE).

** Psychiatrists, neurologists, ophthalmologists, optometrists, and otolaryngologists were grouped under "Other Diagnostic Staff."

Source: Annual Plan for All Handicapped Children, 1980, 1981, 1982.
Program Plan for All Handicapped Children, 1983-84, 84-85.
Special Education Plan, 1984-1989.

5202k

New Jersey State Department of Education
Division of Special Education

STAFF RATIOS IN SPECIAL EDUCATION FROM 1980 TO 1989

Personnel	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Resource Room Teachers	NA	13.2	14.5	13.2	NA	NA	NA	NA	NA	NA
Resource Room/SI Teachers	NA	NA	NA	NA	13.3	13.1	12.8	12.7	12.8	12.4
Special Class Teachers	10.4	12.8	10.5	10.5	10.0	10.3	11.6	10.7	10.4	10.3
Preschool Teachers	NA	NA	NA	11.3	12.5	14.0	16.5	15.4	13.2	13.7
Teacher Aides	18.4	21.0	17.4	16.4	15.4	16.7	16.7	16.1	15.9	15.0
Psychologists										
- Total Enrollment	1,528	1,348	1,277	1,358	1,244	1,228	1,201	1,159	1,077	1,079
- Handi. Minus Speech	108	110	110	121	115	117	120	120	116	120
Social Workers										
- Total Enrollment	1,495	1,340	1,296	1,284	1,235	1,233	1,212	1,153	1,103	1,039
- Handi. Minus Speech	106	109	111	115	114	118	122	119	119	115
LDTCs										
- Total Enrollment	1,063	1,086	1,091	1,080	1,082	1,060	1,088	990	948	921
- Handi. Minus Speech	86	90	92	95	97	101	102	102	102	102
Speech Correctionists										
- Total Enrollment	1,210	1,060	980	984	921	912	903	872	793	743
- Speech Plus CPRS*	68	66	62	65	64	66	65	64	58	63
Special Education Admin.										
- Total Enrollment	3,445	2,654	2,566	2,534	2,219	2,273	2,256	2,235	2,107	2,061
- Handicapped Inc. Speech	402	348	347	354	319	335	340	343	330	328
- Handicapped Minus Speech	244	216	220	226	205	217	226	231	226	229
- Special Education Staff	46	43	45	44	42	44	44	46	47	48

Source: Annual Plan, 1980-1983
Special Education Plan, 1983-1989

* SPEECH - Eligible for speech language services
CPRS - Classified pupils receiving speech as a related service

0031k

New Jersey State Department of Education
Division of Special Education

TRENDS IN HANDICAPPED PUPILS EXITING EDUCATION

For four years, data have been collected on the number of handicapped pupils exiting the educational system. The state data are based on a random sample for 1987 and 1988 and a stratified sample for 1989 and 1990. Because it is a relatively new collection, the data have not yet stabilized and should be interpreted with some caution. Some of the changes in numbers of pupils graduating and dropping out are probably due in part to improved record keeping.

Some of the decrease in 1990 is due to an adjustment in the formula calculating in the state totals from the sample. Corresponding 1989 figures would be approximately 8% lower than reported. However, the proportions by age, classification and reason for exiting did not change appreciably.

Two-thirds of the handicapped pupils who left education did so because they graduated. About one-third dropped out of school. A very few, approximately 100, stayed until they reached age 21, the last year for which they were eligible for special education. Slightly more than half of the students who stayed until age 21 were either multiply handicapped or trainable mentally retarded.

The reasons for leaving education vary by classification. Three-quarters of the neurologically or perceptually impaired pupils graduated while one-quarter dropped out. Two-thirds of the educable mentally retarded pupils graduated while the rest dropped out or left for unknown reasons. Just one-half of the emotionally disturbed pupils graduated while 44% dropped out and another 5% left for unknown reasons. As expected, most (three-quarters) handicapped pupils graduated at ages 18 and 19. Eleven percent graduated before and 11% graduated after. Also as expected, most dropouts left at the legal age of 16 when 23% of the dropouts occurred. A similar percentage (31%) dropped out at age 17 and 29% at age 18. The remainder of the dropouts did so after age 18 without waiting to achieve a diploma.

MM/sl:1/5276k

New Jersey State Department of Education
Division of Special Education

NUMBER OF AGE 16-21 HANDICAPPED PUPILS EXITING EDUCATION

Classification	Graduated With Diploma				Reached Max. Age				Dropped Out				Status Unknown				Total			
	1987	1988	1989	1990	1987	1988	1989	1990	1987	1988	1989	1990	1987	1988	1989	1990	1987	1988	1989	1990
EMR	343	347	288	228	7	13	9	7	85	111	94	90	33	32	11	6	468	503	402	331
TMR	147	172	144	186	58	31	39	74	9	18	11	6	2	0	6	2	216	221	200	268
NI	715	774	768	657	19	3	14	7	163	287	225	225	63	21	50	20	960	1085	1057	909
PI	3015	3851	4478	3766	3	0	0	0	1114	1531	1706	1292	174	62	284	115	4306	5444	6468	5173
ED	1093	1304	1163	917	13	13	11	7	1035	1039	1094	824	127	161	150	90	2268	2517	2418	1838
MH	126	210	182	216	30	35	23	28	64	88	41	71	0	6	18	8	220	339	264	323
AH-HH	78	72	48	39	0	0	0	0	15	0	9	6	0	0	4	0	93	72	61	45
AH-D	38	81	43	46	0	0	0	0	1	9	9	2	0	0	0	2	39	90	52	50
OH	65	78	49	30	0	3	2	0	4	12	4	2	7	0	0	2	76	93	55	34
CI	75	43	69	43	0	0	0	0	11	15	18	14	2	0	2	4	88	58	89	61
VH-PS	12	22	21	7	0	0	0	0	3	15	2	2	0	0	0	0	15	37	23	9
VH-B	7	6	11	2	0	0	0	0	2	0	0	0	0	0	0	0	9	6	11	2
CH	26	53	21	15	0	0	0	0	4	0	2	14	0	0	0	0	30	53	23	29
SPEECH	98	271	155	56	0	3	0	0	22	59	11	12	0	18	2	0	120	351	168	68
SM	69	87	52	63	0	0	0	0	135	78	54	37	12	19	14	2	216	184	120	102
TOTAL	5907	7371	7492	6271	130	101	98	123	2667	3262	3280	2597	420	319	541	251	9124	11053	11411	9242

Source: End of the Year Reports, 1987, 1988, and 1990.

Note: The data for 1987-1989 were extrapolated from a sample of secondary districts to the total state enrollment. These data should be about 8% lower. The 1990 data were extrapolated from a sample of secondary districts to the total enrollment for secondary districts.

5202k

New Jersey State Department of Education
Division of Special Education

NUMBER OF HANDICAPPED PUPILS EXITING EDUCATION
DURING THE 1989-90 SCHOOL YEAR

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	0	680	3022	1873	352	344	6271
Dropped Out	602	807	746	328	91	23	2597
Status Unk.	74	72	57	26	20	2	251
Reached Max. Age	-	-	-	-	-	123	123
Total	676	1559	3825	2227	463	492	9242

PERCENT REASON FOR EXIT BY EACH AGE

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	0	44	79	84	76	70	68
Dropped Out	89	51	20	15	20	5	28
Status Unknown	11	5	1	1	4	-	3
Reached Max. Age	-	-	-	-	-	25	1
Total	100	100	100	100	100	100	100

PERCENT OF EACH AGE BY REASON FOR EXIT

Reason for Exit	Age 16	17	18	19	20	21	Total
Graduated	0	11	48	30	6	5	100
Dropped Out	23	31	29	13	3	1	100
Status Unknown	29	29	23	10	8	1	100
Reached Max. Age	-	-	-	-	-	100	100
Total	7	17	42	24	5	5	100

Source: End of the Year Report 1989-90

0031k

New Jersey State Department of Education
Division of Special Education

A COMPARISON OF THE NUMBERS OF PUPILS ON HOME INSTRUCTION FOR TEN YEARS

1980-81

County	1980-81		1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		1987-88		1988-89		1989-90	
	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.	CST	DR.
Atlantic	61	182	60	170	50	172	68	191	63	258	98	168	73	126	94	181	110	24	106	187
Bergen	275	828	238	864	323	610	245	646	189	599	153	326	165	436	200	269	235	362	196	371
Burlington	117	352	168	272	109	396	164	304	142	362	107	155	144	167	125	190	141	170	174	171
Camden	253	699	216	516	177	603	199	576	220	623	172	94	152	141	214	85	198	209	150	279
Cape May	28	47	26	65	31	282	34	67	25	62	33	61	31	63	50	45	47	9	58	80
Cumberland	23	168	22	187	21	114	18	130	15	150	25	41	33	140	49	16	52	125	96	41
Essex	235	887	6	231	181	502	242	751	259	582	162	112	163	359	220	412	222	221	180	311
Gloucester	74	245	53	213	50	229	73	233	89	283	80	135	61	146	74	114	104	105	120	215
Hudson	79	625	63	604	90	456	58	554	62	1063	126	440	82	430	76	557	150	54	101	105
Hunterdon	20	71	19	75	27	76	17	93	16	80	34	33	23	38	41	24	36	20	49	53
Mercer	90	296	60	265	90	265	77	275	62	313	77	250	109	331	118	228	144	205	148	101
Middlesex	214	774	203	597	259	618	271	641	327	488	250	253	219	503	273	335	307	270	392	423
Monmouth	273	714	105	588	187	688	218	643	232	640	171	250	197	225	254	237	272	116	238	428
Morris	137	493	97	465	96	424	96	435	138	443	97	297	99	247	166	150	195	155	176	469
Ocean	156	503	136	362	160	607	120	469	127	588	140	130	144	508	229	80	212	392	204	195
Passaic	177	516	119	480	121	687	91	446	111	476	71	347	77	344	120	376	125	502	108	517
Salem	20	82	14	91	7	49	7	77	11	69	10	18	26	84	24	26	21	30	20	84
Somerset	104	198	101	163	90	181	86	165	117	132	89	80	85	76	83	74	110	63	72	66
Sussex	40	156	43	110	40	149	48	128	42	146	38	36	29	87	55	28	69	50	67	139
Union	129	535	162	576	165	528	147	524	172	498	99	380	97	391	163	164	137	225	171	316
Warren	34	90	25	93	22	81	26	98	30	121	29	24	20	14	30	23	37	32	32	10
Total	2,539	8,461	1,936	6,987	2,296	7,717	2,305	7,446	2,449	7,976	2,061	3,630	2,029	4,856	2,658	3,614	2,924	3,339	2858	4561
Grand Total		11,000		8,923		10,013		9,751		10,425		5,691		6,885		6,272		6,263		7,419

Source: Home Instruction Survey, 1980-81; Special Education End of the Year Report, 1981-1989.

Note: The decreases reported for 1981-82 and 1985-86 reflect changes in the means of collecting the data.

5202k

New Jersey State Department of Education
Division of Special Education

A COMPARISON OF REFERRALS, EVALUATIONS, REEVALUATIONS
DECLASSIFICATIONS AND CLASSIFICATIONS FOR TEN YEARS
1980-81 to 1989-90

Item	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Referrals	44,641	44,114	46,191	40,347	39,754	32,686	31,894	28,735	28,071	27,906
% Enrollment Referred	3.6	3.7	3.9	3.5	3.5	2.9	2.8	2.6	2.5	2.6
% Referrals Classified	44	45	46	50	51	58	62	65	67	70
Evals. and Reevals.	53,035	55,092	56,295	55,521	56,906	45,434	58,528	45,448	48,298	59,799
Average per CST	63	62	61	66	63	50	63	49	52	62
Declassifications	1,765	2,078	2,205	2,409	2,612	2,184	2,086	2,153	2,405	2,550
Changed Classifications	NA	NA	NA	NA	NA	NA	3,730	3,864	3,608	3,884
Initial Classification										
EMR	885	678	640	454	351	314	282	195	178	168
TMR	291	277	235	235	211	91	66	75	39	54
NI	2,354	1,936	1,793	1,926	2,105	1,947	1,953	1,841	1,760	1,810
PI	9,835	10,414	11,777	10,003	10,101	9,902	10,799	10,198	9,989	10,155
ED	3,526	3,203	2,984	3,120	3,136	2,774	2,843	2,403	2,293	2,336
MH	885	867	644	611	600	441	543	466	514	509
AH	207	176	143	140	160	98	103	56	81	91
OH	179	175	113	128	115	66	73	48	49	56
CI	120	187	303	241	337	223	184	178	184	245
PRE	NA	708	1,277	2,211	2,190	2,258	2,337	2,700	2,711	2,927
VH	56	62	101	94	72	54	54	36	54	40
CH	735	581	569	508	517	441	432	339	339	379
SM	374	419	287	271	284	282	202	170	104	125
EDT	NA	190	158	132	124	70	NA	62	75	33
P2R-FT	NA	NA	NA	NA	NA	NA	NA	NA	286	331
P2R-PT	NA	NA	NA	NA	NA	NA	NA	NA	174	221
P2R-RS	NA	NA	NA	NA	NA	NA	NA	NA	25	28
Total	19,447	19,873	21,024	20,074	20,303	18,985	19,871	18,769	18,885	19,508

Source: Special Education End of the Year Reports. Means of collecting data changed in 1985-86.

5202k

80

81

New Jersey State Department of Education
Division of Special Education

TRENDS IN HANDICAPPED PUPILS AND GRADUATION REQUIREMENTS

Since 1987, pupils with disabilities were required to complete all graduation requirements unless exempted through their individualized education program (IEP). Handicapped pupils could only be exempted from the High School Proficiency Test (HSPT) if they would be adversely affected by taking the High School Proficiency Test (HSPT) or if the goals and objectives in their IEP did not address the proficiencies tested on the HSPT. In such cases, alternative proficiencies are to be specified.

Since 1986, the number of ninth grade handicapped pupils taking the HSPT increased from 4,299 to 6,224 in 1990. During the same period, the passage rate also increased from 12.1% to 30.4% for ninth grade handicapped pupils. Over the last six years, the proportion of ninth grade handicapped pupils taking the HSPT increased and their passage rates increased as well. The last few years show a stabilization a) of pupils taking the HSPT at about 55%; b) of pupils exempt from taking or passing the HSPT at about 65-75%; c) of pupils not exempt from passing the HSPT, 44% passed; and d) of pupils exempt from passing the HSPT, 12% passed.

Data from 1988 on handicapped pupils taking the HSPT indicate the 74% are perceptually impaired, 12% are emotionally disturbed, 8% are neurologically impaired and 6% are all other classifications combined. These classification proportions have remained stable. About 54% of all ninth grade handicapped pupils took the HSPT, but less than half of those who took it were required to pass it. Altogether two-thirds of the ninth grade handicapped pupils were either exempt from taking the HSPT or took the test but were exempt from passing it.

There was a concern that some districts might classify nonhandicapped pupils as handicapped and exempt them from the HSPT in order to improve their district's HSPT passage rates. It was recognized that the exemption rate cannot be examined apart from the classification rate. A district with 7% of its enrollment classified as handicapped and 100% exempt differs from a district with 18% of its pupils handicapped and 100% exempt. Benchmarks were established for exemption and classification rates. If a district exceeds 85% exempt and 11% CST classified pupils, they are asked to complete a self-study and action plan regarding record keeping policies and procedures on HSPT exemption, and an analysis of their referral and classification practices. In 1989, 26 districts were asked to complete such a plan. In 1990, 11 of those districts remained on the list and 11 new districts were added. The identified districts typically, but not exclusively, are urban, K-12, have between 1,000-5,000 pupils, and are in the southern part of the state.

0031k

New Jersey Department of Education
Division of Special Education

NINTH GRADE HANDICAPPED PUPILS AND THE HSPT

Year	9th Grade Enrollment*	Exempt From Taking HSPT**	Took HSPT	Took HSPT Exempt from Passing	Exempt From Taking or Passing	Percent Passed Not Exempt	Percent Passed Exempt	Percent Passed Exempt and Not Exempt
1984	NA	NA	4469	NA	NA	NA	NA	NA
1985	10,294	6111	4183 (41%)	NA	NA	NA	NA	NA
1986	10,550	6251	4299 (41%)	2686 (25%)	85%	NA	NA	12.1%
1987	10,252	5589	4663 (45%)	3199 (31%)	86%	NA	NA	18.7%
1988	10,270	4720	5550 (54%)	2661 (26%)	72%	32.4%	11.9%	22.6%
1989	10,510	4718	5796 (55%)	2630 (25%)	70%	43.1%	13.8%	29.8%
1990	11,470	4836	6224 (54%)	2597 (23%)	65%	43.9%	11.7%	30.4%

* The enrollment was estimated for 1985-1987 from the number of 14 year olds classified by a child study team. In 1988-1990, the count was reported directly. The percent was calculated by dividing by the 9th grade enrollment from the Fall Report from the previous year.

** The number exempt from taking the HSPT was calculated by subtracting the number who took the HSPT from the enrollment for 1985-1988. In 1989 and 1990 the count was reported directly.

NOTE: In 1990, the number of pupils enrolled does not equal the number who took the HSPT plus the number who were exempt because of district reporting errors. The resident district and district serving the handicapped pupil may have both reported the pupil. The actual ninth grade handicapped enrollment was probably closer to 10,348.

Source: Special Education Plan, 1985-1987
Handicapped Pupils and Graduation Requirements Report, 1986-1990
General Academic Education, HSPT Answer Sheets, 1984-1990.

5202k

New Jersey State Department of Education
Division of Special Education

DISTRIBUTION OF DISTRICTS BY HSPT EXEMPTION RATES

Percent Exempt	Number of Districts			Percent of Districts		
	1988	1989	1990	1988	1989	1990
100+	35	37	22	13	13	8
95-99	12	7	19	4	2	7
90-94	14	18	17	5	6	6
85-89	20	17	12	7	6	5
80-84	18	20	20	6	7	8
75-79	22	18	21	8	6	8
70-74	15	12	20	5	4	8
65-69	11	10	13	4	3	5
60-64	14	13	18	5	4	7
55-59	8	14	8	3	5	3
50-54	11	14	16	4	5	6
45-49	7	8	8	2	3	3
40-44	5	6	14	1	2	5
35-39	9	7	11	3	2	4
30-34	11	7	6	4	2	2
25-29	9	13	13	3	4	5
20-24	7	12	10	2	4	4
15-19	8	9	4	3	3	1
10-14	12	7	12	4	2	5
5-9	5	5	1	1	1	0
0-4	13	12	0	4	4	0
	266	266	265	100	100	100

Source: Handicapped Pupils and Graduation Requirements - 1988, 1989, 1990
General Academic Education-HSPT Answer Sheets Exemption status 1988, 1989

GLOSSARY OF ABBREVIATIONS

Classifications

Elig. for Day Trng.	-	eligible for day training (severely and profoundly retarded)
EDT	-	eligible for day training
EMR	-	educable mentally retarded
TMR	-	trainable mentally retarded
AH-HH	-	auditorily handicapped - hard of hearing
AH-D	-	auditorily handicapped - deaf
D-B	-	deaf-blind
VH	-	visually handicapped
CH	-	communication handicapped
SPEECH	-	eligible for speech language services
ED	-	emotionally disturbed
OH	-	orthopedically handicapped
NI	-	neurologically impaired
PI	-	perceptually impaired
CI	-	chronically ill
MH	-	multiply handicapped
SM	-	socially maladjusted
PRE	-	preschool handicapped
P2R	-	Plan to Revise Special Education includes eligible for full-time (FT) special education, eligible for part-time (PT) special education, and eligible for related services (RS)

Chapter 207

Res. Fac. for Retarded - Residential facilities for the retarded
Day Trng. Centers - Day Training Centers
Res. Yth. Centers - Residential Youth Centers
Trng. Sch. or Corr. Facilities - Training School or Correctional Facilities
C. Trt. Ctr. or Psy. Hosp. - Children's Treatment Centers or Psychiatric Hospital

Ethnic Groups

Am. Ind./Alkn. Natv. - American Indian or Alaskan Native
Asian or Pac. Isl. - Asian or Pacific Islander

Other

F.T.E. - Full Time Equivalent
LEA - Local Education Agency
CST - Child Study Team

0031k